# REPORT RESUMES

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A DESIGN FOR DAILY LIVING, CURRICULUM GUIDE FOR CHILDREN AND
YOUTH WITH INTELLECTUAL DISABILITIES. EXCEPTIONAL CHILD
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THIS SECONDARY LEVEL CURRICULUM IS BASED ON OCCUPATIONAL EDUCATION AND COVERS THE TOPICS OF CONSUMERS IN THE TRADING AREA (GRADE 7), JOBS IN THE TRADING AREA (GRADES 8 AND 9), OCCUPATIONAL READINESS (GRADE 10), FAMILY AND COMMUNITY LIVING (GRADE 11), AND THE WORKER AS A CITIZEN (GRADE 12). WITHIN EACH TOPIC AREA, UNITS ARE STRUCTURED AROUND PROBLEMS FOR WHICH SUGGESTED ACTIVITIES, SUGGESTED VOCABULARY, RELATED SKILLS, AND INSTRUCTIONAL MATERIALS ARE OUTLINED. THE APPENDIX PROVIDES SUPPLEMENTARY MATERIALS SUCH AS WEEKLY AND YEARLY PLANNING CHARTS, JOB ANALYSIS SCHEDULE FORM, OUTLINE OF THE PROGRAM AT DUVAL COUNTY SCHOOL, AND AN OUTLINE OF JOB AREAS IN DUVAL COUNTY, BASED ON RECORDS OF EMPLOYMENT OF FORMER STUDENTS. (MY)

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ED014172

# EXCEPTIONAL CHILD EDUCATION

## INTELLECTUAL DISABILITIES

ELEMENTARY
CURRICULUM
GUIDE

DUVAL BOARD OF PUBLIC INSTRUCTION
JACKSONVILLE, FLORIDA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# A DESIGN FOR DAILY LIVING

## Curriculum Guide
## For
## Children and Youth with Intellectual Disabilities

**EXCEPTIONAL CHILD EDUCATION**

DUVAL COUNTY SCHOOLS
330 EAST BAY STREET
JACKSONVILLE, FLORIDA
1966

**Bulletin #6**

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# FOREWORD

A new day is dawning for the education and training of intellectually handicapped individuals. The fact that many intellectually handicapped adults have records of satisfactory employment in unskilled and semi-skilled occupations is a weather-vane for curriculum improvement. The degree to which this venture succeeds or fails will influence the extent to which they can be expected to experience life-long acceptance or rejection, self-support or charity, success or failure, neighborliness or resentfulness.

During recent years, great progress has been made in the education of intellectually handicapped pupils at all school levels, to which this curriculum guide is devoted. They are fundamentally similar to other children and their general educational goals are essentially the same, including achievement or self-realization, the development of proper relationships with other individuals, the attainment of economic sufficiency, and the discharge of civic responsibility. They, too, need to acquire sound personal economic principles, good judgment in buying, good health practices, regard for social virtues, wise choice of occupations and employers, good work attitudes, pride in workmanship and determination to succeed.

We must marshal our resources to surmount the formidable barriers presented by the intellectually handicapped. The complexity of the problem is increased by the obvious requirement that all such learning experiences must be appropriate for their respective levels of social, mental, and emotional development. The selection of carefully chosen experiences to effectively implement this objective is the difficult and exciting task of those who assume curriculum-making responsibilities in this field. Further improvements are to be anticipated in this challenging field in which Duval County's leadership is nationally recognized.

We are humbly aware of our heavy responsibility and our rewarding opportunities.

Ish Brant
Superintendent

# PREFACE

The Duval County School System has been a pioneer in the education of the exceptional child. The present program has evolved from a small, and sometimes misunderstood, beginning into the dynamic comprehensive effort it is today. All along this growth has been marked by a dedication on the part of the teachers involved which has been an inspiration to the entire system.

An integral factor in the success of the exceptional education program has been the curriculum materials and course outlines available. Almost without exception these have been prepared locally. When workshops were not available they were developed in the "off hours" of the teachers. These materials represent endless hours of study and writing, but the increased effectiveness of the program which results seems to be a balancing compensation. This guide has been prepared in the same tradition and with the same faith.

The aims and objectives of this guide are consistent with the goal of providing the exceptional student with an opportunity to prepare himself to the best of his ability for a self-respecting role in today's society.

The philosophy, the techniques, and the materials which will assist the teacher in achieving this goal are provided in this and other guides. We are confident the end result will amply reward all those who labor so faithfully that our children may have the best in education.

Dr. C. E. Anderson
Director of Administration

# INTRODUCTION

Predictions concerning specifics of the physical environment of "our world" a dozen years hence are precarious in light of rapid advancement in the exploration of the earth's setting. Yet it seems certain--not just predictable--that the destination of today's child is tomorrow's society. If this be the goal, the educational objectives established for all children are indeed generally appropriate for children with intellectual handicaps: self-realization, human relationship, economic efficiency, and civic responsibility.[1] Let their destination be recognized as participation in the daily life of their communities as adults--to the extent of their own and communities' potentials.

Development of these potentials cannot be left to chance without threat of atrophy and/or distortion. The present functioning of both the children with intellectual handicaps and the resources of their communities must be thoroughly inventoried. These data must be studied in relationship to the minimum requirements for any adult to participate in the daily life of his community. Differences between present functioning and minimum requirements can then be determined. Obviously, these differences represent not only the minimum functional achievement to be nurtured, but also the minimum content to be structured in the development of curriculum.

Identification of the minimum requirements of daily living seems prerequisite, then, to designing and constructing a curriculum for children and youth with intellectual handicaps. Furthermore, each requirement needs detailed study in order to determine the specific skills which comprise a particular competency and the sequence in which these skills appear to be acquired developmentally. The essence of the curriculum is the promotion of children's proficiency in these skills and their understanding of the values and concepts on which they are dependent. These functional skills in daily living need to be identified also for serving as a check sheet in inventorying what a child can do, for determining specific skills which a particular child is ready to acquire next, and for providing an objective basis for measuring his progress.

Participation in the daily life of a community as an adult appears to require adequacy in at least being responsible for personal care, communicating, earning (or contributing to family's) income, functioning as a citizen, getting about the community, getting along with people, managing an income, and using non-occupational time. Thus, a primary responsibility in teaching children with intellectual handicaps seems to be the structuring of each and every learning situation in such a way as to enable these children to move closer toward the goal of adequacy in daily living manifest in these minimum requirements.

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[1] Educational Policies Commission. Policies for Education in American Democracy. Washington, D. C.: National Education Association, 1946. p.189.

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# ACKNOWLEDGEMENTS

The program for children with intellectual disabilities in Duval County was inaugurated in the public school system in the early twenties. State legislation in 1941 and 1947 made possible an expansion of the educational planning for exceptional children and a secondary program was begun at that time. As the program was expanded the need for a curriculum guide for teachers was recognized and a workshop for special class teachers was held in 1950 with Dr. William Cruikshank, of Syracuse University, as a consultant. Under Dr. Cruikshank's guidance, with the assistance of Mrs. Thelma Godfrey, then local Supervisor of Exceptional Child Education, and Mrs. Roberta Coles, State Consultant of Exceptional Child Education at that time, an "Occupational Guide for Teachers of Slow-Learning Children" was developed.

It was anticipated that any curriculum guide would constantly require reorganization and revision as the program was developed and expanded. Extension courses from Florida State University were offered in 1959 and 1960 with Mrs. Ellen Thiel as instructor. Out of these courses on "Curriculum Development for Children and Youth with Intellectual Handicaps" came the framework for the present guide. Mrs. Thiel also conducted workshops in several other counties and at Florida State University where the material was further developed and revised. Grateful acknowledgement is given Mrs. Thiel for her inspired leadership in developing the framework of the design and for her generous sharing of concepts of the design, research and implementation. Perhaps most important of all, and most gratefully appreciated, was the sharing of her time, professional knowledge and skill, and her concern for the Duval County Program for Children and Youth with Intellectual Handicaps.

Since the time of Mrs. Thiel's classes here, Duval County teachers of children with intellectual handicaps have worked toward developing the framework and incorporating additional materials. Subsequent curriculum workshop committees have revised, rewritten, evaluated and expanded existing materials yearly.

We wish to acknowledge the contributions of all teachers of the intellectually handicapped who have given their time and efforts to make this a realistic and workable program.

Special acknowledgement is given to the following teachers who have worked in summer curriculum workshops:

Mrs. Marilyn Bagby
Mr. Herbert Connell
Mr. Mancel H. Gerstman
Mrs. Hazel Hoffman
Mrs. Katherine Kachenko
Mrs. Margaret Milton
Mr. Gregory Szelak
Miss Lucille Varnes
Mrs. Lorraine Wilson
Mr. Otha Wooden
Miss Jean Woodley

Consultants in the Curriculum Development:

Mrs. Ellen Thiel - Coordinator, Exceptional Child Education, Florida State University
Mrs. Julia M. Wickersham - Supervisor, Exceptional Child Education
Mrs. Phyllis H. Rooney - Coordinator, Exceptional Child Education
Mrs. Thelma Godfrey - Retired Supervisor, Exceptional Child Education
Miss Mary Lou McEver - Consultant, Exceptional Child Education
State Department of Education

It is not presumed that this curriculum guide is complete or will remain static, but it will serve as a guideline with patterns of development pointing toward specific goals. Teachers will continue to expand, adapt, and experiment with this guide in order to provide an essentially uniform, vital and "on-going" curriculum for the total program for educable intellectually disabled youth in Duval County.

The introduction, philosophy and elements of the Design for Daily Living have been included in this section of a twelve year plan of design in order to emphasize the spiralling yearly scopes of investigation in laying a curriculum foundation that will be sequential in development of content and skills.

Summer, 1966

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# EXCEPTIONAL CHILD EDUCATION

## ELEMENTS AND PHILOSOPHY OF A DESIGN FOR CURRICULUM DEVELOPMENT

## CLASS DIMENSIONS

## ACHIEVEMENT / MEASUREMENT

# ELEMENTS OF A DESIGN FOR CURRICULUM DEVELOPMENT

A curriculum can be perceived as the vehicle by which children with intellectual handicaps travel from where they are developmentally when they enter the daily life of the school community (hopefully - at the age of six) to where they need to be societally when they merge (hopefully - twelve years later) with the daily life of the adult community. This is a long trip and these children travel slowly. Dead ends need to be avoided. Some detours will be necessary. Rerouting will be advisable where old roads can be by-passed for improved highways. Each driver - each teacher - will handle the vehicle differently. In the final anaylsis it appears that curriculum for any one class for any one year is no more and no less than what any particular teacher embodies in his pupil's program.

Every teacher needs to know where his pupils have been and where they will be going when they have passed through the segment of the journey which their time represents. Consequently, there should be available to each teacher of children with intellectual handicaps an itinerary for the entire trip. It should be recognized that such an itinerary - a curriculum guide - is essential although it will need to be adapted to any specific setting and class. Curriculum guides to a long range and total school program for children with intellectual handicaps can be and are issued at various points within the educational hierarchy - a special day or residential school, a local school system, a state department of education. One of the most noteworthy to date was issued at a university.[2] It seems most likely that curriculum guides are most meaningful when developed as a group effort by the teachers of children with intellectual handicaps within a local school system. The larger the region to be served by a curriculum guide, the greater the need for generalizations because of increasing variations among the physical and social environments to be embraced.

A curriculum guide, *per se*, however, is not the beginning of the planning required concerning what children with intellectual handicaps need to learn. Behind a vehicle which serves the purpose for which it is intended there is a theoretical model. Behind every curriculum guide there should be a design. As the vehicle needs a frame, so does a curriculum guide need structure. Four elements, at least, need to be considered in creating the skeleton for a curriculum guide:
1. Problems to be investigated 2. Scopes of the investigation
3. Developmental organization of the problems 4. Organization of vocabulary

Successively more advanced patterns of organization of knowledge appear to be operative among children as reservoirs of information fill up, as associations multiply, and as indirect relationships are recognized. For children who characteristically are deficient in higher thought processes, patterns of organization of information need to be conceived as a third structural factor previous to determining vital details of content. Each pattern of organization needs to govern a greater unit of time than one school year to reflect more accurately the range of time during which these children might be nurtured into moving with adequacy from one frame of reference to a higher level of organization. This could be accomplished most practically, perhaps by acknowledging existing functional and equal divisions of school programs. Thus, the ranges of the developmental organizations of the persisting problems could be primary, intermediate, junior, and senior.

## ORGANIZATION OF VOCABULARY

It has been stated previously that the essence of a curriculum for these children is the promotion of their proficiency in the functional skills (and their understanding of the values and concepts on which these are dependent) requisite to their participation in the daily life of their communities. To the extent that these skills are identified it would be possible to predetermine the vocabulary necessary to the oral communication inherent in the teaching-learning process and pertinent to the demands of daily living. The simplicity and familiarity of words comprising a functional speaking vocabulary fails to stimulate teachers to recognize their own need to classify these words in relation to content in readiness for efficient promotion of language development among children with intellectual handicaps. Thus, a fourth factor in a design for development of curriculum is organization of a functional speaking vocabulary.

[1] Thiel, Ellem, Design for Daily Living - A Framework for Curriculum Development for Children and Youth with Intellectual Handicaps, School of Education, Florida State University, 1959.

[2] Neuber, Margaret A., Social Skills for Learning and Living: A Guide for Teachers of Children With Retarded Mental Development, Revised, State College, Penn. State University, 1959, pp. 186

## SOME BASIC CONCEPTS IN OUR NATION'S MORAL AND SPIRITUAL HERITAGE[1]

1. **Man is a spiritual being of dignity and worth by virtue of the fact that he has origin and destiny in God, his Creator.***

2. **As a spiritual being of dignity and worth, man is to be treated as an end in himself and is not to be exploited to serve the ends of others.***

3. **As a person of dignity and worth, man should develop self-respect and should endeavor to develop those capacities which are unique to him as an individual. He should not permit his unique individuality to be submerged or unduly threatened by the conformist pressures of society.***

4. **As a person of dignity and worth, man should recognize and respect these same qualities in his fellow men and should be responsible for promoting their general welfare.***

5. **All men are created equal in that they have equal worth in the sight of God, and, therefore, they have equal rights before the law and deserve equal opportunities to develop to the maximum their innate capacities.**

---

[1] **Work Draft. Tentative Guide to Teaching Moral and Spiritual Foundations in American Democracy. Tallahassee: State Department of Education, 1956, p. 1.**

***Revised in final publication: A Guide—Teaching Moral and Spiritual Values in Florida Schools, Bulletin 14. Tallahassee: State Department of Education, 1962, pp. 6-7.**

## TEN TENETS IN THE EDUCATION OF CHILDREN AND YOUTH WITH MENTAL RETARDATION

The following ten operational principles in the education of children with intellectual disabilities which limit their scholastic aptitudes are subject, of course, to modification if and as research in this area of exceptionality produces different guidelines.

1. Equitable educational opportunity enabling children with intellectual disabilities to develop their academic, social and prevocational potentials should embrace a twelve-year, developmental instructional program available by the age of six years.

2. Self-care, social and vocational competence as adults participating in the life of the community are the major goals of a developmental instructional program for children with intellectual disabilities.

3. Programs in social settings more sheltered than those of elementary and secondary public school centers enable equitable educational opportunity for those children with severe intellectual disabilities who, on the basis of results of individual physiological, psychological and sociological assessments by qualified examiners, warrant for purposes of educational management the classification of "trainable" (having the potential with special training of limited self-care, social adequacy and economic usefulness to others only in a restricted environment, e.g., rural settings, sheltered workshops, residential training centers).

4. Children with intellectual disabilities warranting the classification of "educable" should be assigned to public school centers providing for the majority of non-handicapped children within the same chronological age ranges, as realistic settings within which to develop their potentials for social adequacy.

5. Special education classes should be planned and organized, and candidates identified, on a district-wide basis with the two or more special classes in any public school center available for assignment of pupils not necessarily living within the attendance area of that particular school. Pupils whose performances on standardized group tests of mental maturity are among the lowest five per cent of the I.Q. scores obtained (within intervals of no more than three years) for the total membership of the elementary or the junior high or the senior high schools of the local school district should be considered suspect.

6. Children with intellectual disabilities require a special curriculum with the objectives stated in terms of persisting problems of daily living, rather than a remedial adaptation of a curriculum designed for the majority of the school-age population with objectives stated in terms of usual school subjects.

7. A special curriculum for children with intellectual disabilities can be developed most effectively in special education classes taught by teachers with specialized preparation in this area of exceptionality and with access to the essential special equipment, materials and community resources.

   a. Special education classes for children of elementary school age should be self-contained. The school day for six and seven year olds should be shorter than that for pupils nine years old or more.

   b. Special education classes for children of junior high school age should be of sufficient number (three, advisedly) in any one junior school center to enable departmentalization within the special curriculum.

   c. Special education classes for children of senior high school age should be of sufficient number in any one comprehensive senior high school to enable departmentalization within the special curriculum and/or team-teaching, and should be organized to accommodate a work-study program to increase occupational readiness.

8. Pupils should be assigned to special education classes or departmentalized programs for children with intellectual disabilities for full-time instruction, except for selected subject(s), if any, in which a particular pupil has sufficient demonstrated skill and sufficient social competence to participate in a regular class with dignity and satisfaction.

9. The "dimensions" of any special education class or homeroom for children with intellectual disabilities should reflect the following pupil data:

   a. Both boys and girls make up the membership.

   b. Chronological age range is three years or less.

   c. Potential rates of learning as expressed by intelligence quotients obtained through individual psychological assessments by qualified examiners (within intervals of no more than three years) embrace a range of thirty points or less.

   d. Mental retardation is the primary functional learning disability of the pupils assigned to special education classes for children with intellectual disabilities. Perceptual disorders, hyperactivity, etc., can be associated with this disability. Secondary handicaps requiring additional modifications or special services can also be present, e.g., motor, visual, hearing or speech disabilities, personality or social adjustment problems, or physical health problems including seizures. Consequently complete physical examinations annually are required with results being reported in writing to the school by county board of health, school or family physicians.

c. Class membership, and/or teacher load, does not exceed the following maximums:

| Class Range | Ages | No. of Pupils |
|---|---|---|
| Primary | 6 to 9 | 8 (12 if two half-day sessions) |
| Intermediate | 9 to 13 | 12 |
| Junior High | 13 to 16 | 15 |
| Senior High | 16 to 19 | 18 |

(It should be recognized that the limitations on class membership are based, in part, on the current lack of developmentally organized instructional materials (textbooks, teachers manuals, workbooks, etc.) geared simultaneously to the physical, mental, social and academic maturity of children with mental retardation, to their potential rates of learning, to the implications for adjustment and achievement of the secondary characteristics of mental retardation,[1] and focused on persistent life problems.)

10. The services of the District Office of the Division of Vocational Rehabilitation should complement the special instructional services of the public school for children with intellectual disabilities who are fourteen years of age or older. Assessment of the student's vocational potential in relation to the occupational life of the community should be made. A written report of the results, including any implications for his instructional program, should be sent to his school. Physical and psychological examinations, if warranted, also can be arranged by the vocational rehabilitation counselor.

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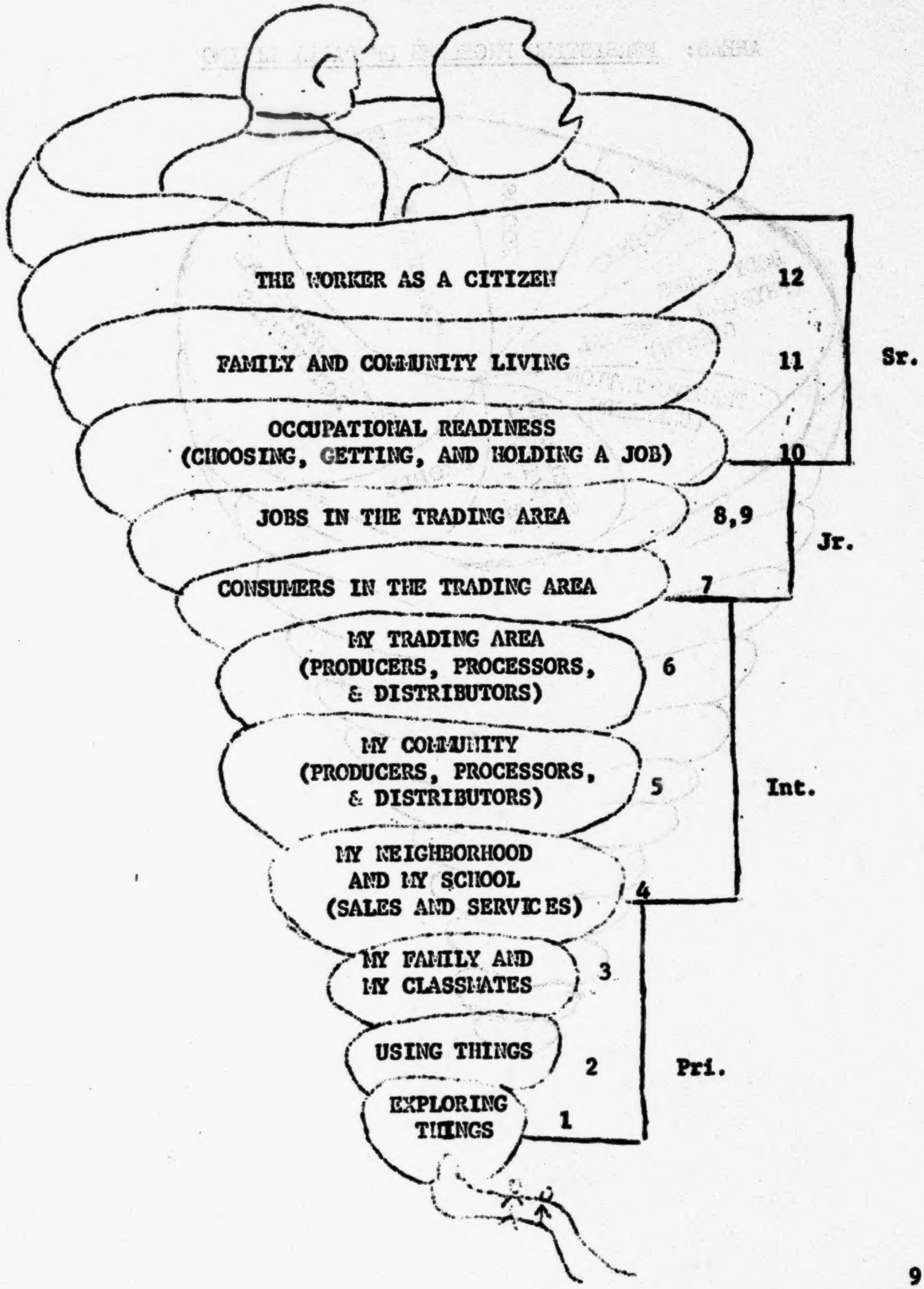
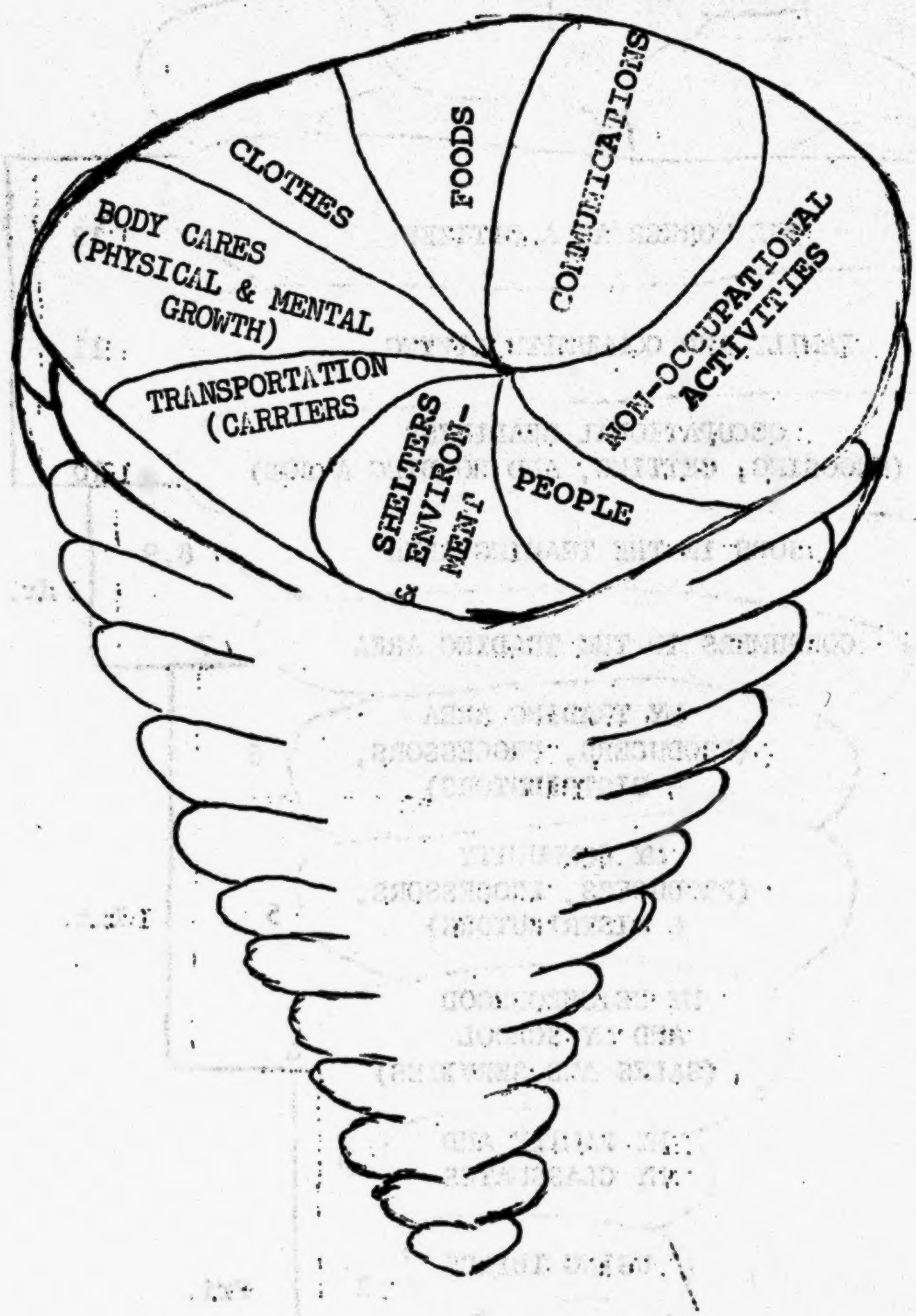
[1] Goldstein, Herbert and Dorothy M. Seigle. A Curriculum Guide for Teachers of the Educable Mentally Handicapped. Springfield: Illinois Office of Public Instruction, 1958. pp. 11-18

## CORES: YEARLY SCOPES FOR INVESTIGATIONS


THE WORKER AS A CITIZEN
12
FAMILY AND COMMUNITY LIVING
11
Sr.
OCCUPATIONAL READINESS (CHOOSING, GETTING, AND HOLDING A JOB)
10
JOBS IN THE TRADING AREA
8,9
Jr.
CONSUMERS IN THE TRADING AREA
7
MY TRADING AREA (PRODUCERS, PROCESSORS, & DISTRIBUTORS)
6
MY COMMUNITY (PRODUCERS, PROCESSORS, & DISTRIBUTORS)
5
Int.
MY NEIGHBORHOOD AND MY SCHOOL (SALES AND SERVICES)
4
MY FAMILY AND MY CLASSMATES
3
USING THINGS
2
Pri.
EXPLORING THINGS
1

**DESIGN FOR DAILY LIVING:** Curriculum development for children and youth with intellectual handicaps

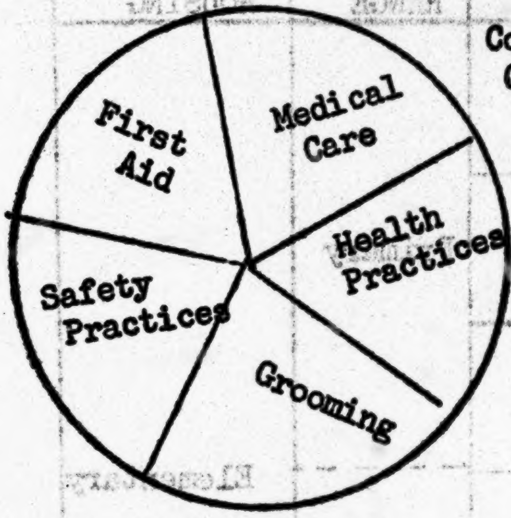
## AREAS: PERSISTING PROBLEMS OF DAILY LIVING


CLOTHES
FOODS
COMMUNICATIONS
BODY CARES (PHYSICAL & MENTAL GROWTH)
NON-OCCUPATIONAL ACTIVITIES
TRANSPORTATION (CARRIERS
SHELTERS & ENVIRONMENT
PEOPLE

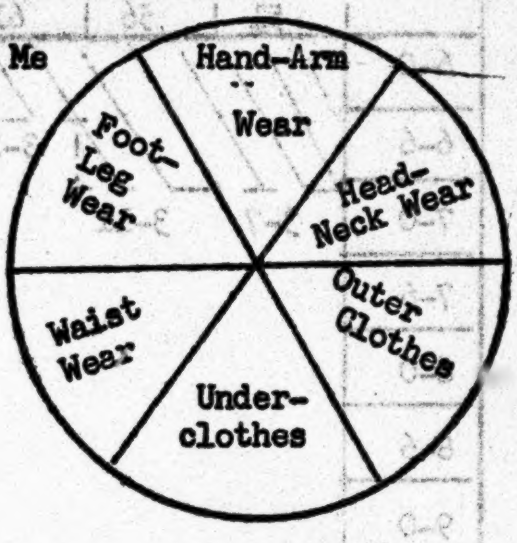
**DESIGN FOR DAILY LIVING: Curriculum Development for children and youth with intellectual handicaps**

## DEVELOPMENTAL ORGANIZATION OF PROBLEMS: PRIMARY RANGE

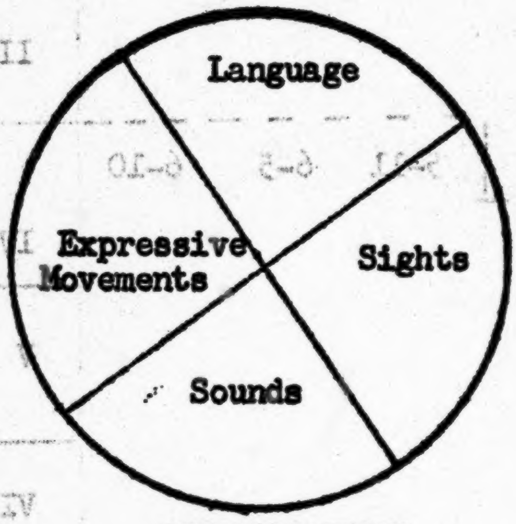
Core I Exploring Things Around Me
Core II Using Things Around Me
Core III Daily Living with My Family and Classmates


First Aid
Medical Care
Health Practices
Grooming
Safety Practices

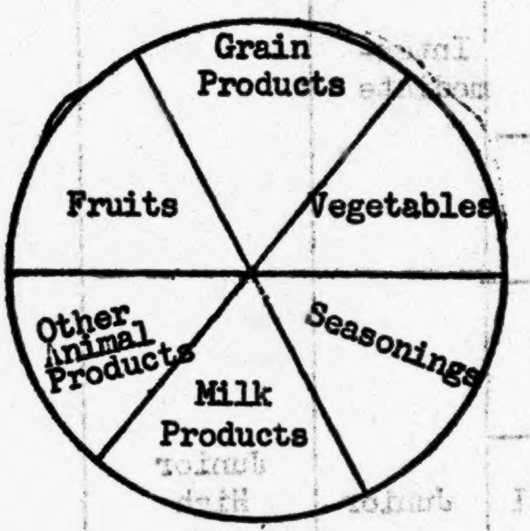
BODY CARES


Hand-Arm Wear
Head-Neck Wear
Outer Clothes
Under-clothes
Waist Wear
Foot-Leg Wear

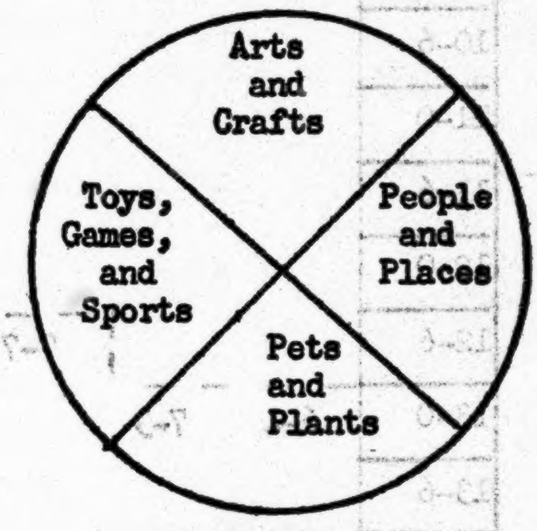
CLOTHES


Language
Sights
Sounds
Expressive Movements

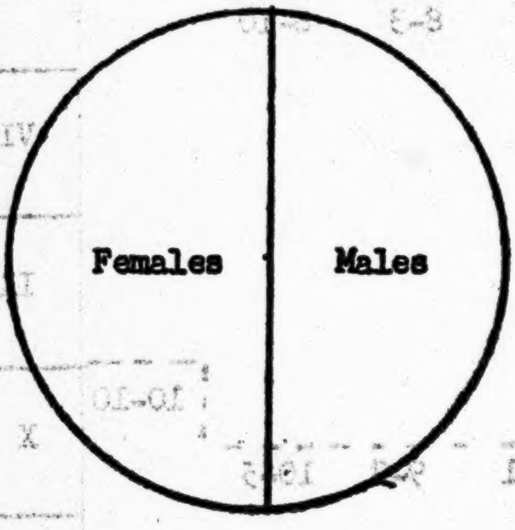
COMMUNICATIONS


Grain Products
Vegetables
Seasonings
Milk Products
Other Animal Products
Fruits

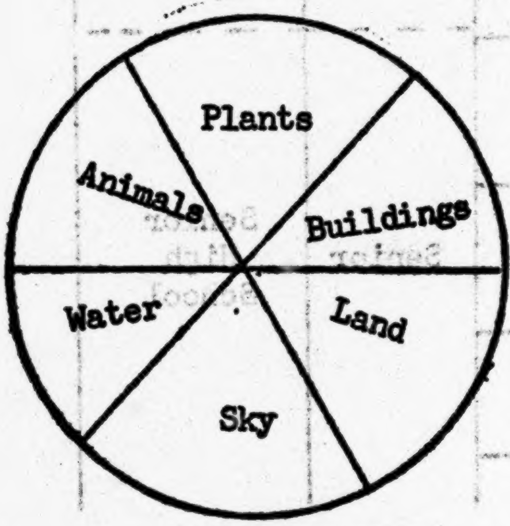
FOODS


Arts and Crafts
People and Places
Pets and Plants
Toys, Games, and Sports

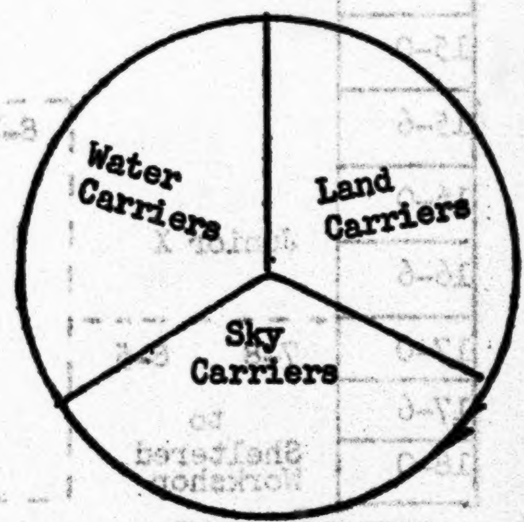
NON-OCCUPATIONAL ACTIVITIES


Females
Males

PEOPLE

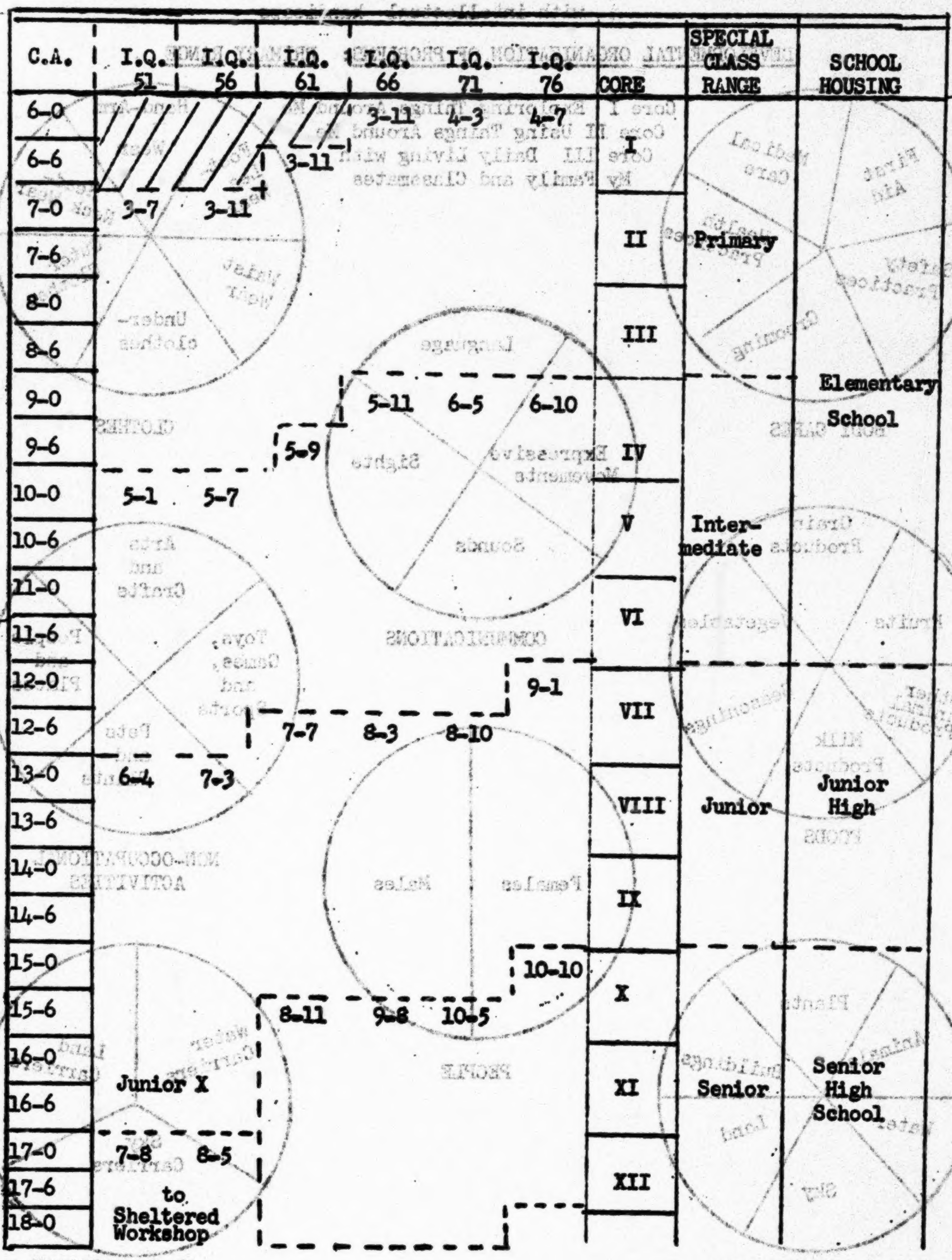

Plants
Buildings
Land
Sky
Water
Animals

SHELTERS AND PHYSICAL ENVIRONMENT


Water Carriers
Land Carriers
Sky Carriers

TRANSPORTATION (Carriers)

## SCHOOL PROGRESS CHART


C.A.
I.Q. 51
I.Q. 56
I.Q. 61
I.Q. 66
I.Q. 71
I.Q. 76
CORE
SPECIAL CLASS RANGE
SCHOOL HOUSING
6-0
6-6
7-0
7-6
8-0
8-6
9-0
9-6
10-0
10-6
11-0
11-6
12-0
12-6
13-0
13-6
14-0
14-6
15-0
15-6
16-0
16-6
17-0
17-6
18-0
3-11
4-3
4-7
3-11
3-7
3-11
5-11
6-5
6-10
5-9
5-1
5-7
9-1
7-7
8-3
8-10
6-4
7-3
10-10
8-11
9-8
10-5
Junior X
7-8
8-5
to Sheltered Workshop
I
II
III
IV
V
VI
VII
VIII
IX
X
XI
XII
Primary
Intermediate
Junior
Senior
Elementary School
Junior High
Senior High School

## MENTAL AGE REFERENCE CHART

| C.A. | I.Q. 51 | I.Q. 56 | I.Q. 61 | I.Q. 66 | I.Q. 71 | I.Q. 76 | INTELLECTUAL GRADE PLACE. | SPECIAL CLASS RANGE |
|---|---|---|---|---|---|---|---|---|
| 6-0 | 3-1 | 3-4 | 3-8 | 3-11 | 4-3 | 4-7 | Nursery | |
| 6-6 | 3-4 | 3-8 | 3-11 | 4-3 | 4-7 | 4-11 | | |
| 7-0 | 3-7 | 3-11 | 4-3 | 4-7 | 5-0 | 5-4 | Kindergarten | |
| 7-6 | 3-10 | 4-2 | 4-7 | 4-11 | 5-4 | 5-8 | | |
| 8-0 | 4-1 | 4-6 | 4-11 | 5-3 | 5-8 | 6-1 | First Grade | Primary |
| 8-6 | 4-4 | 4-9 | 5-2 | 5-7 | 6-0 | 6-6 | | |
| 9-0 | 4-7 | 5-0 | 5-6 | 5-11 | 6-5 | 6-10 | | |
| 9-6 | 4-10 | 5-4 | 5-9 | 6-3 | 6-9 | 7-3 | Second Grade | |
| 10-0 | 5-1 | 5-7 | 6-1 | 6-7 | 7-1 | 7-7 | | |
| 10-6 | 5-4 | 5-10 | 6-5 | 6-11 | 7-5 | 8-0 | Third Grade | |
| 11-0 | 5-7 | 6-2 | 6-8 | 7-3 | 7-10 | 8-4 | | Intermediate |
| 11-6 | 5-10 | 6-5 | 7-0 | 7-7 | 8-2 | 8-9 | | |
| 12-0 | 6-1 | 6-8 | 7-4 | 7-11 | 8-6 | 9-1 | Fourth Grade | |
| 12-6 | 6-4 | 7-0 | 7-7 | 8-3 | 8-10 | 9-6 | | |
| 13-0 | 6-7 | 7-3 | 7-11 | 8-7 | 9-2 | 9-11 | | |
| 13-6 | 6-9 | 7-5 | 8-1 | 8-9 | 9-5 | 10-1 | Fifth Grade | |
| 14-0 | 6-11 | 7-8 | 8-4 | 9-0 | 9-8 | 10-4 | | |
| 14-6 | 7-1 | 7-10 | 8-6 | 9-3 | 9-11 | 10-7 | | Junior |
| 15-0 | 7-3 | 8-0 | 8-9 | 9-5 | 10-2 | 10-10 | | |
| 15-6 | 7-5 | 8-2 | 8-11 | 9-8 | 10-5 | 11-1 | Sixth Grade | |
| 16-0 | 7-7 | 8-4 | 9-1 | 9-10 | 10-7 | 11-4 | | |
| 16-6 | 7-8 | 8-5 | 9-2 | 9-11 | 10-8 | 11-5 | | |
| 17-0 | 7-8 | 8-5 | 9-2 | 9-11 | 10-8 | | | Senior |
| 17-6 | 7-8 | 8-5 | 9-2 | 9-11 | 10-8 | | | |
| 18-0 | 7-8 | 8-5 | 9-2 | 9-11 | 10-8 | | | |

| C.S. | M.A. |
|---|---|
| under 12 | under 6 |
| under 12 | over 6 |
| over 12 | under 9 |
| over 12 | over 9 |

## FIGURING THE M.A.

Each year the M.A. should be figured as of the date school opens for the children.

### Method of Figuring M.A.

Change C.A. into months. Multiply it by I.Q. and point off two places. Divide the answer by 12 to find the M.A. in years. Multiply the decimal of the answer (quotient) by 12. This last gives you the months of the M.A.

Example: Case-C.A. September 1947 was 11-6-I.Q.60

C.A. 11-6 equals 132 plus 6 or 138(138x.60 equals 82.80) (82.80 divided by 12 equals 6.90)

M.A. equals 6-11

After age thirteen drop one month for every four months of C.A.

Example:

(1) 13 years= 156 months

(2) 14 years= 168 months

(a) (156+ 12 months = 168)

(b) 156 +9 months = 165 months

# SPECIAL EDUCATION CLASS PROFILE

| NO | NAME | SEX | BIRTH DATE | PSYCHOLOGICAL EXAMINATION |  |  | DATA PROJECTED AS OF ____ |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | TEST | DATE | I.Q. | C.A. | M.A. | I.G.P. |
| 1 |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |  |  |  |
| 17 |  |  |  |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  |

(continued on next page)

Type of Unit________

Teacher________

School________

City________

I.Q. range________

C. A. range________

M. A. range________

I.G.P. range________

Dolch Sight Vocabulary:

Dates________

Nouns________

Basic________

________

Revised 2/26/62

| ACADEMIC ACHIEVEMENT | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DOLCH | | AYRES SPELLING | | | ACHIEVEMENT BATTERY | | | | | | | |
| DATE | N/B | DATE | ORAL | WRIT. | DATE | RANGE | R.V. | R.C. | A.R. | A.F. | M.E. | SPELLING |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
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Achievement Battery:
Dates administered____________
Reading Vocabulary____________
Reading Comprehension__________
Arithmetic Reasoning___________

Arithmetic Fundamentals__________
Mechanics of English____________
Spelling______________________

Ayres Spelling Scale:
Dates______________
Oral_______________
Written____________

## SPECIAL EDUCATION CLASS PROFILE - Continued

| No. | DATE MEDICAL EXAM | DIAGNOSTIC INFORMATION FROM MEDICAL, PSYCHOLOGICAL AND OTHER EXAM. | PHYSICAL HEALTH (1) | MOTOR FUNCTIONING Travel (1)(2) | Hand | Use | SPEECH (3)(1) | HEARING (audiogram) (2) L | R | VISION Snellen (2) L | R | EMOTIONAL SOCIAL ADJUST. (1) | SOCIETAL FACTORS (4) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | |

(1)
- 0. Satisfactory
- 1. Slightly unsatisfactory
- 2. Moderately unsatisfactory
- 3. Markedly unsatisfactory
- X. Needs attention
- — No information

(2) Note equipment and/or appliances used

(3)
- I-Intelligible to strangers
- PI-Partially intelligible
- U-Unintelligible
- N-No speech
- S-Stuttering

(4) Differences:
- a. Academic opportunity
- b. Economic standards
- c. Language at home
- d. National extraction or ethnic group
- e. Race
- f. Religion
- g. Social status

(Include results of most recent medical examination and teachers observation noted on School Board MCH 304, approved by State Department of Education and State Board of Health on file in each pupil's Florida Cumulative Guidance Record)

## SUGGESTED CRITERIA FOR ADMISSION TO SPECIAL CLASSES FOR CHILDREN AND YOUTH WITH MENTAL RETARDATION

1. Chronological Age. A child must have a chronological age which falls within the chronological age range established for the special education class to which his admission is being considered.

2. Mental Age. A child must have a mental age, based on results of individual, standardized psychological tests administered no more than eighteen months prior to admission, within a range of three-fifths through four-fifths of his chronological age (approximate I.Q. range of 61-80).

3. Potential. A child must appear to be capable of acquiring by maturity : (1) social adequacy in community living; (2) occupational competency for open labor market employment; and (3 ) primary academic skills for functional use as an adult.

4. Physical Health. A report of physical examination conducted no more than six months prior to admission must be made available by child's physician.

5. Secondary Disabilities. Additional handicaps, such as seizures, perceptual disorders, hyperactivity, adjustment problems, visual, hearing, speech, and motor impairments, when present in moderate degree, will not necessarily eliminate a candidate from consideration for admission.

6. Parental Cooperation. The parents of a child who is selected by the Admissions Committee must agree in writing to his admission and must be willing to contribute to the success of the program through the child's regular attendance, parent-teacher conferences, classroom observations, and participation in field experiences and parent group meetings.

7. Transportation. School bus transportation will be arranged whenever convenient to bus routes and to a pupil's scheduled school day. Otherwise, parents will be responsible for making satisfactory arrangements.

8. Pupil Admission. Admission will be by majority decision of the members of an Admissions Committee appointed by the coordinator of the county 's Exceptional Child Program. Approval for admission of any child is to be given only after reports, by qualified and appropriate professional personnel, of psychological and physical examinations, academis readiness or achievement, and family situation are compiled through the coordinator's office and made available to the Admissions Committee. Reports of visual, auditory, speech and other examinations, when need is indicated, also will be obtained and included in the compilation. School administration, health services, social work, psychology, school guidance, and vocational rehabilitation services—all will be represented on this committee, together with the exceptional child coordinator who will serve as chairman.

9. Continued Enrollment. Severance, promotion, or continued enrollment will be determined by an Evaluation Committee comprised of at least the county coordinator, the pupil's special education teacher, and the principal, or his designater representative, of the school in which the pupil's special class is housed. The teacher of this special class will submit recommendations, contained in a written clinical report of the pupil's progress. Meetings of the Evaluation Committee will be regularly scheduled once each semester. Any pupil's continued enrollment in special instructional services will depend at least on the comparative status of his adjust ment and of his ability to function positively in a group situation.

10. Schedule. A pupil will be scheduled with his special class throughout his school day. The length of his school day and of his school week will be adjusted to his individual tolerance. As members of a special class, the pupils will participate in such non-instructional school activities as seem advisable and appropriate. On an individual basis, the special class teacher will recommend to the principal scheduling for selected subject(s), if any, in which a particular pupil has sufficient demonstrated skill and sufficient social competence to participate in a regular class with dignity and satisfaction.

## GUIDE FOR CLASS DIMENSIONS

| Class Range | C.A. Range | M.A. Range | Enrollment* |
|---|---|---|---|
| Primary | 6 - 0 to 9 - 6 | 3 - 8 to 7 - 3 | 10-15 |
| Intermediate | 9 - 0 to 12- 6 | 5 - 6 to 9 - 6 | 10-15 |
| Junior | 12-0 to 15- 6 | 7 - 4 to 11- 1 | 15-18 |
| Senior | 15-0 to 18- 6 | 8 - 9 to 11- 5 | 12-24# |

---

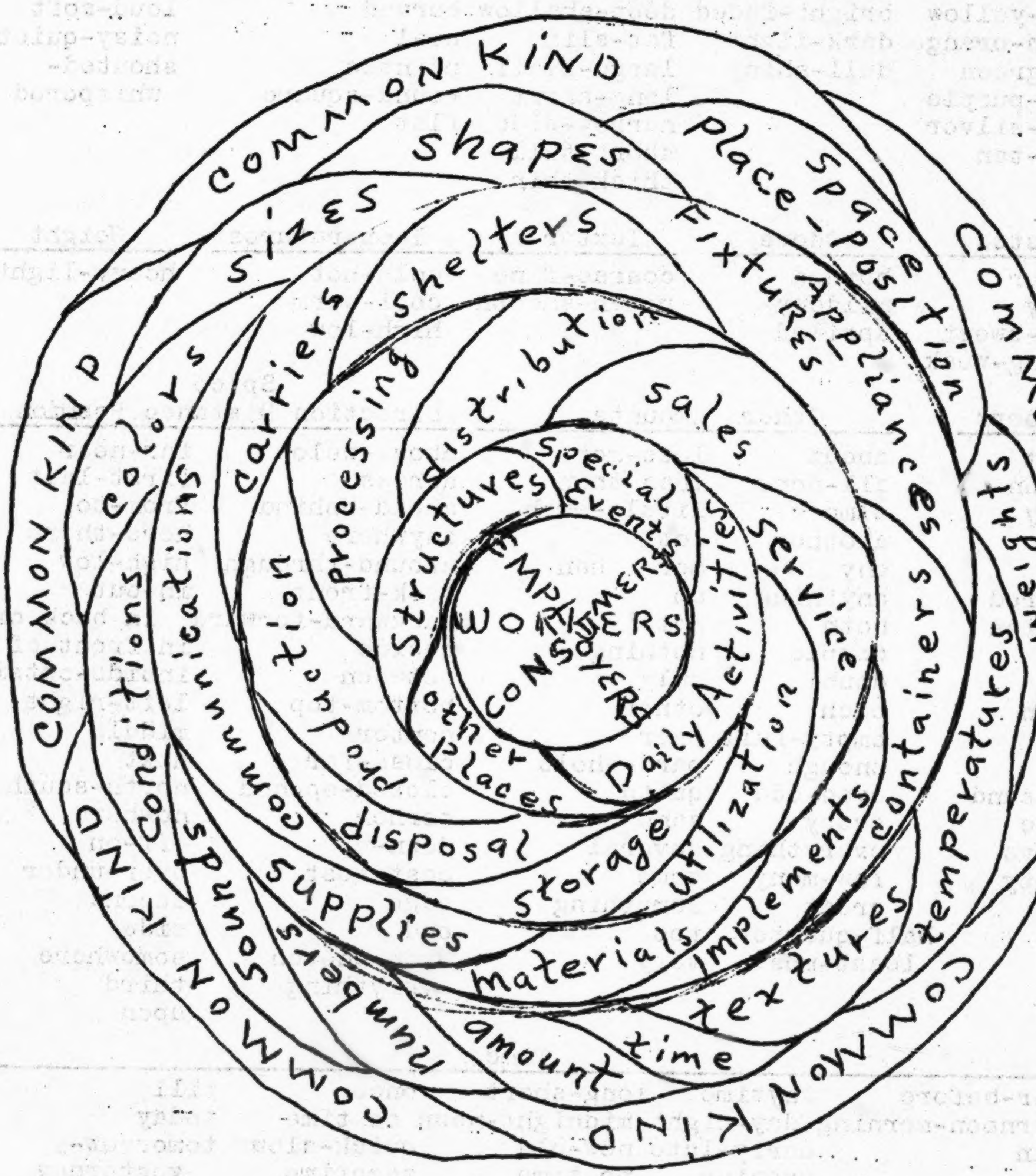
*The enrollment in any special class will include both boys and girls to provide a realistic setting for social development. Proportionate distribution of boys and girls will be a factor to be considered by the Exceptional Child Coordinator in recommending pupil assignments to special classes

# Twenty-four pupils if scheduled as two half-day classes.

# A DESIGN FOR DAILY LIVING : CURRICULUM DEVELOPMENT FOR CHILDREN AND YOUTH WITH INTELLECTUAL DISABILITIES

## CORES I - VI

## CLASSIFICATION OF FUNCTIONAL SPEAKING VOCABULARY APPLICABLE TO EACH PERSISTING PROBLEM OF DAILY LIVING


COMMON KIND
shapes
place-position
space
COMMON KIND
weights
temperatures
textures
COMMON KIND
time
amount
numbers
COMMON KIND
sounds
supplies
COMMON KIND
conditions
communications
colors
sizes
carriers
shelters
fixtures
appliances
containers
implements
materials
storage
disposal
production
processing
distribution
sales
service
utilization
Daily Activities
other places
structures
Special Events
EMPLOYERS
WORKERS
CONSUMERS

## SAMPLE PATTERN OF CLASSIFICATION OF FUNCTIONAL SPEAKING VOCABULARY

### RELATED CONDITIONS: UNIVERSALS

**Colors**

black-white
blue-yellow
brown-orange
red-green
gray-purple
gold-silver
pink-tan

**Brilliance**

bright-dull
bright-faded
dark-light
dull-shiny

**Sizes**

big-little
deep-shallow
fat-slim
large-small
long-short
narrow-wide
short-tall
thick-thin

**Shapes**

crooked-straight
curved
oval
pointed
round-square
flat

**Sounds**

high-low
loud-soft
noisy-quiet
shouted-whispered

**Tastes**

bitter
salty
sour-sweet
strong-weak

**Odors**

burned
mildewy
spoiled

**Textures**

coarse-fine
rough-smooth

**Temperatures**

cold-hot
cool-warm
high-low

**Weight**

heavy-light

**Numbers**

eight
eleven
fifty
five
four
hundred
million
nine
one
seven
six
tem
thousand
three
twelve
twenty
two

**Other Amounts**

about
all-none
almost
another
any
anything
both
couple
double
each
empty-full
enough
even-odd
every
everything
few-many
great
half-quarter
least-most
less-more
less than
little-much
lot
more than
no
not
nothing
only
other
pair
part-whole
quite
same
several
some
something
too
very

**Space**
**Direction Distance Position**

above-below
across
ahead-behind
anywhere
around-through
back-front
backward-forward
beside
between
bottom-top
center
close-far
closed-opened
corner
down-up
east-west
edge
end
even-uneven
everything
far-near
first-last
from-to
here-there
high-low
in-out
in back of-
in front of
inside-outside
left-right
middle
next
north-south
nowhere
off-on
over-under
second
side
somewhere
third
upon

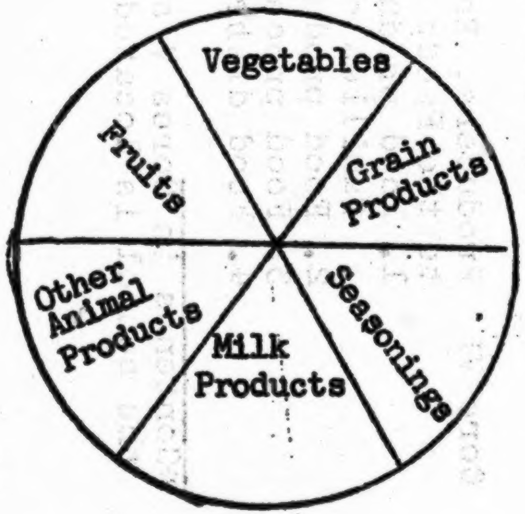
**Time**

after-before
afternoon-morning
again
ago
already
also
always
anytime
day-night
early-late
evening
ever-never
everytime
fast-slow
long-short
midnight-noon
new-old
no time
now-then
often-seldom
old-young
once
on time
quick-slow
sometime
sometimes
soon
still
till
today
tomorrow-yesterday
until
yet

## DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

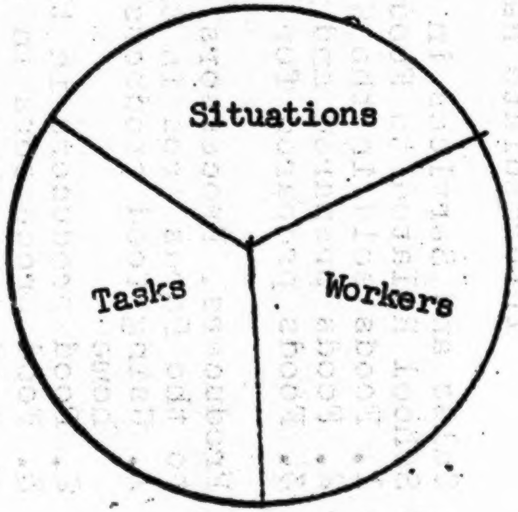
## DEVELOPMENTAL ORGANIZATION OF PROBLEM: FOODS

PRIMARY RANGE


Vegetables
Grain Products
Seasonings
Milk Products
Other Animal Products
Fruits

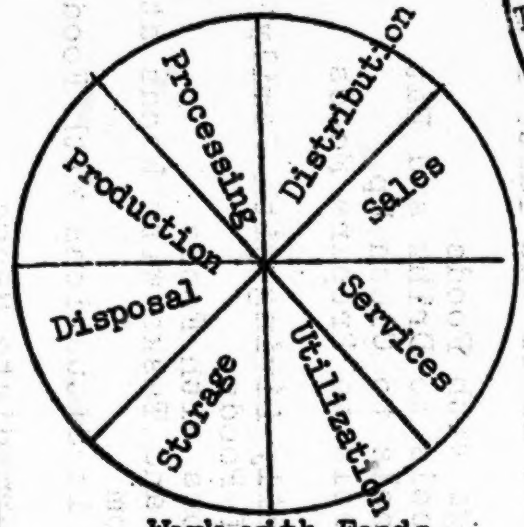
Daily Foods

INTERMEDIATE RANGE


Situations
Workers
Tasks

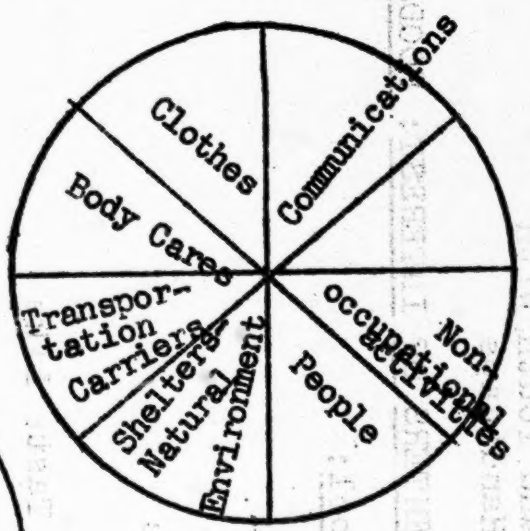
Foods in Daily Living

JUNIOR RANGE


Distribution
Sales
Services
Utilization
Storage
Disposal
Production
Processing

Work with Foods and Related Tools

SENIOR RANGE


Communications
Non-occupational activities
People
Natural Environment
Shelters
Carriers
Transportation
Body Cares
Clothes

Interactions of Foods with Other Persis ing Problems of Daily Living

# DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Handicaps

## ORGANIZATION OF CONTENT: CENTERS OF INTEREST: FOODS

### Elementary School:

### Primary Range

Core I Exploring Daily Foods
1. What Things Are Foods
2. What Foods Look Like
3. What Foods Feel Like
4. What Foods Smell and Taste Like

Core II Using Things with Foods
1. Using Tools to Drink and Eat
2. Using Tools to Clean Up
3. Using Tools to Prepare Foods

Core III Foods in Daily Living with Family and Classroom
1. Kinds of Foods
2. Situations with Foods
3. Workers and Tasks with Foods at Home & in the Classroom
4. Conduct in Situations with Foods

### Intermediate Range

Core IV Sales and Services in the Neighborhood and at School Related to Foods and Supplies
1. Foods sold in the Neighborhood
2. Foods prepared and served
3. Foods prepared for quick service

Core V Producers, Processors and Distributors Related to the Foods Area in the Community*
1. Using food products and /or services in the home
2. Food producers in the community
3. Food processors in the community
4. Food distributors in the community

Core VI Producers, Processors, and Distributors Related to the Foods Area in the Trading Area*
1. Food products and/or services produced by our families outside of our home.
2. Food producers in the trading area
3. Food processors in the trading area
4. Food distributors in the trading area

---

*Contents in Cores V and VI might need to be reversed if the school is located in a non-mnban area.

## Organization of Content: Centers of Interest

## SECONDARY SCHOOL: FOODS

Core VII Consumers in the Trading Area
1. Utilizing foods
2. Planning and preparing uses of foods
3. Selecting places for buying food and food supplies
4. Storing foods and supplies

Core VIII Jobs in the Trading Area
1. Identification of the job area
2. Job Title
3. Job Title
4. Job Title

Core IX Jobs in the Trading Area
1. Identification of the job area
2. Job Title
3. Job Title
4. Job Title

Core X Occupational Readiness
1. Planning foods for family needs
2. Utilizing food services
3. Use of foods in entertaining
4. Government protection of foods
5. Florida food market

Core XI Family and Community Living
1. Planning foods for family needs
2. Utilizing food services
3. Use of foods in entertaining
4. Government protection of foods
5. Florida food market

Core XII The Worker as a Citizen
1. The worker and food on the job
2. The worker and food in the home
3. The worker dining in public restaurants
4. Protective regulations

**DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities**

## SAMPLE PATTERN OF CLASSIFICATION OF SPEAKING VOCABULARY WITH EXAMPLES

### e.g., PERSISTING PROBLEM: FOODS

| COMMON KINDS[1] | DAILY ITEMS AND PARTS | RELATED CONDITIONS | |
|---|---|---|---|
| fruits | apple—core | ripe | apple jelly |
| grain products | bread—crust | stale | toast |
| milk products | cheese—rind | mild | cheese sauce |
| other animal products | beef—bone | barbecued | hamburger |
| | egg—shell | dozen | Easter egg |
| seasonings | salt— | damp | — |
| vegetables | potato—skin | frozen | potato salad |

| RELATED TOOLS AND FUNCTIONS | DAILY TOOLS AND PARTS | RELATED CONDITIONS | |
|---|---|---|---|
| carriers | truck—wheel | milk | new |
| containers | pan— | dish | empty |
| communications | list—item | grocery | — |
| | table—leg | picnic | wooden |
| fixtures and appliances | sink— | kitchen | stained |
| | mixer—beater | electric | broken |
| implements | spoon—handle | measuring | bent |
| materials | cloth—hem | table | plaid |
| supplies | paper— | wax | torn |

| RELATED WORKERS AND TASKS | DAILY WORKERS | COMMON ACTIVITIES | DAILY TASKS |
|---|---|---|---|
| production | poultry farmer | raising chickens | collecting eggs |
| processing | refrigerator packer | crating refrigerator | closing crate |
| distribution | milk tank driver | hauling milk | operating vehicle |
| sales | produce clerk | checking produce | weighing produce |
| service | waitress | waiting on customer | taking order |
| utilization | diner | eating food | ordering meal |
| storage | granary | storing wheat | loading elevator |
| disposal | garbage collector | disposing of waste | emptying can |

| RELATED SITUATIONS (Conditions of Time and Place) | COMMON SITUATIONS |
|---|---|
| daily activities | lunch |
| special events | church supper |
| structures | restaurant |
| other places | picnic grounds |

SPECIFIC SKILLS
counting
hammering nail
steering
reading scale
writing check
chewing
closing chute
lifting

---

[1] See Figure 7, Primary Range.

## SEQUENCES OF FUNCTIONAL SKILLS: FOODS

### EATING SKILLS

swallowing
sucking
chewing
biting
licking
drinking from cup or glass
eating with fingers
eating with spoon
getting drink from fountain
getting drink in container from tap
using serving spoon appropriately
eating with fork
using napkin as needed
using knife for spreading
using butter knife appropriately
using knife for cutting fruits, sandwiches, etc.
seasoning food to own taste
using soup spoon and salad fork appropriately
using knife for cutting

### FOOD SERVICE AND MAINTENANCE

service self piece of food from platter
passing platter
serving self with spoonsful of food
serving self with sugar being passed
getting food items and tools from storage place
clearing table
carrying tray of food
setting table
wiping off table or work surface
drying dishes
wiping up food spilled on floor
serving refreshments at party
cleaning up after party
carrying prepared dishes to table
filling sugar bowl
washing dishes
sweeping kitchen
filling salt and pepper shakers
cleaning up kitchen after a family meal
mopping kitchen floor
washing cupboard shelves

### STORAGE AND DISPOSAL

putting used paper tools, thick fruit skins, cores in waste basket
putting away food items and tools
taking out garbage
scraping waste food from dishes
wrapping left-overs for storage in cupboard or refrigerator
putting away family food purchases

## SEQUENCES OF FUNCTIONAL SKILLS: FOODS-cont.

### FOOD PREPARATION

- peeling free-skinned fruit with fingers
- stirring liquid
- pouring from pitcher or bottle
- making toast with toaster
- heating liquid—water, soup
- hard-boiling eggs
- pouring from carton
- juicing an orange
- washing firm fruits and vegetables
- puncturing juice can
- pouring liquid contents of can into pitcher
- baking potatoes
- preparing non-cooked breakfast for self
- measuring "one cupful," "one spoonful"
- making chocolate milk
- making gelatin
- making prepared non-cooked pudding
- making cocoa
- making sandwiches
- preparing simple refreshments for party
- making simple salads
- cooking cereals
- preparing non-cooked lunches for self
- peeling vegetables with peeler
- peeling fruits
- making applesauce
- measuring "one tablespoonful," "one teaspoonful"
- cutting a pan cake
- cracking nuts
- fixing ice cubes for cold drinks

### FOOD PREPARATION (Cont.)

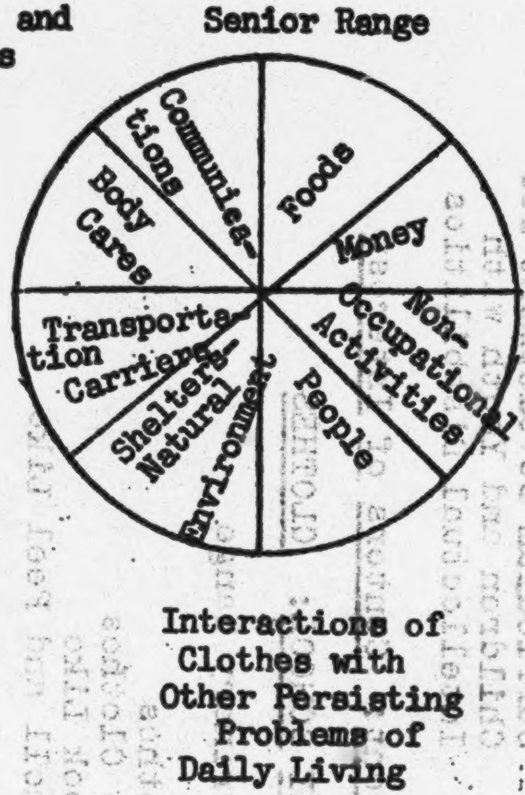
- making pancakes
- frying eggs
- making coffee, tea
- making cakes, etc. from prepared mixes
- popping pop corn
- picking out nut meats
- making pies with prepared pudding fillings

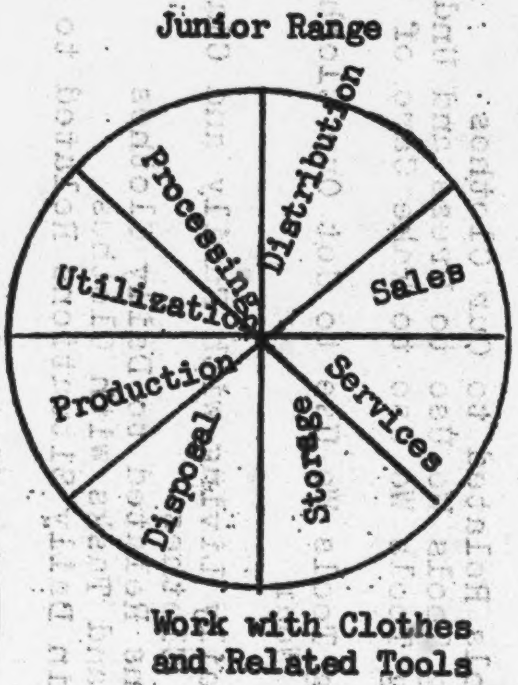
### PLANNING AND PURCHASING

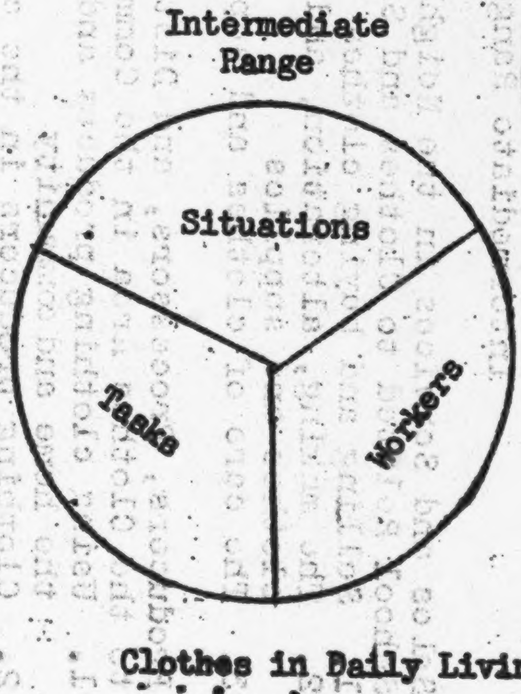
- pushing grocery cart in store
- planning breakfast menus for self
- carrying light-weight sack of groceries home from nearby store
- buying snacks for self
- planning simple menus for party
- getting food items from location in store
- ordering items from driver of food truck
- planning simple menus for lunch
- buying items needed for party menu
- executing errand to purchase food item at nearby store
- using school cafeteria independently
- ordering refreshments in restaurant
- selecting own choices of cereals, fruits
- filling simple miscellaneous grocery list
- planning simple breakfasts for family
- planning simple lunches for family
- choosing between two different products of same food item
- selecting meal order from menu
- selecting packaged meat and other foods
- ordering food items by telephone

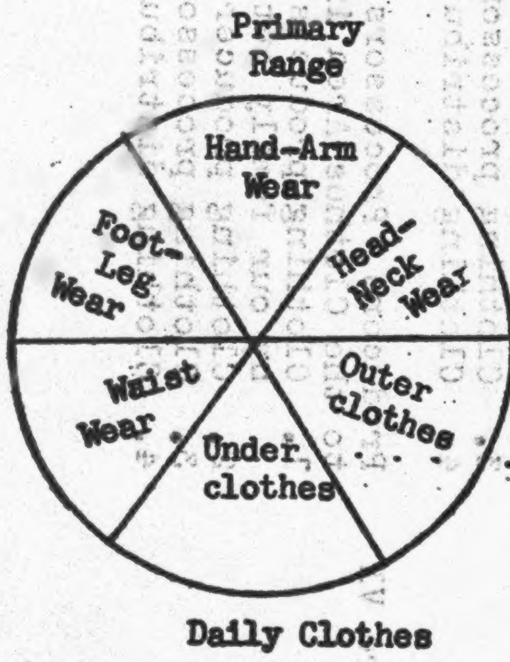
**DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities**

## DEVELOPMENTAL ORGANIZATION OF PROBLEM: CLOTHES


Senior Range
Foods
Money
Non-Occupational Activities
People
Environment
Natural
Shelters
Carriers
Transportation
Body Cares
Communications
Interactions of Clothes with Other Persisting Problems of Daily Living


Junior Range
Distribution
Sales
Services
Storage
Disposal
Production
Utilization
Processing
Work with Clothes and Related Tools


Intermediate Range
Situations
Workers
Tasks
Clothes in Daily Living


Primary Range
Hand-Arm Wear
Head-Neck Wear
Outer clothes
Under clothes
Waist Wear
Foot-Leg Wear
Daily Clothes

# DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

## Organization of Content: Centers of Interest

## ELEMENTARY SCHOOL: CLOTHES

### Primary Range

**Core I** Exploring Daily Clothes
1. What Things are Clothes
2. What Clothes Look Like
3. What Clothes Smell and Feel Like

**Core II** Exploring Tools Related to Our Clothes
1. Exploring Tools We Use to Dress and Undress
2. Exploring Tools We Use to Take Care of Our Clothes
3. Exploring Tools We Use to Get Our Clothes Ready to Wear

**Core III** Clothes in Daily Living with Family and Classmates
1. Kinds of Clothes
2. Situations Related to Daily Clothes
3. Workers and Tasks with Clothes
4. Conduct in Daily Situations Related to Clothes

### Intermediate Range

**Core IV** Sales and Services in the Neighborhood and at School Related to Clothes and Supplies
1. Selling and buying clothes and supplies
2. The making, alteration, and repair of clothes and supplies
3. The care of clothes and supplies

**Core V** Producers, Processors, and Distributors Related to the Clothes Area in the Community
1. Using clothing products and/or services in the home and community
2. Clothing producers in the community
3. Clothing processors in the community
4. Clothing distributors in the community

**Core VI** Producers, Processors, and Distributors Related to the Clothes Area in the Trading Area
1. Clothing products and/or services produced by our family outside of our home
2. Clothing producers in the trading area
3. Clothing processors in the trading area
4. Clothing distributors in the trading area

## ORGANIZATION OF CONTENT: CENTERS OF INTEREST: CLOTHES

### Secondary School

### Junior High School Range

**Core VII** Consumers in the Trading Area
1. Planning the wardrobe
2. Selecting places and purchasing clothes, accessories, and supplies
3. Maintaining personal wardrobe
4. Using commercial clothing services

**Core VIII** Jobs in the Trading Area
1. Identification of the job area
2. Job Title
3. Job Title
4. Job Title

**Core IX** Jobs in the Trading Area
1. Identification of the job area
2. Job Title
3. Job Title
4. Job Title

**Core X** Occupational Readiness
1. How to choose a job
2. How to get a job
3. What it takes to hold a job
4. Jobs in the clothing area

**Core XI** Family and Community Living
1. Planning the appropriate wardrobe
2. Using the wardrobe
3. Obtaining clothing needs for family and community living
4. Care of clothing

**Core XII** The Worker as a Citizen
1. The Worker on the job
2. Wise buying techniques (clothing)
3. Care and maintenance

# DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

## INVENTORY OF DRESSING SKILLS

### 1. Specific Articles

| | Taking off Clothes | | | | | | | Putting on Clothes | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Unfastened | | | Fastened | | | | Not Fastening | | | | Fastening | | | |
| Date Inventoried | | | | | | | | | | | | | | | |
| **Foot-Leg Wear** | | | | | | | | | | | | | | | |
| slippers | | | | | | | | | | | | | | | |
| shoes | | | | | | | | | | | | | | | |
| boots | | | | | | | | | | | | | | | |
| rubbers | | | | | | | | | | | | | | | |
| socks | | | | | | | | | | | | | | | |
| stockings | | | | | | | | | | | | | | | |
| braces | | | | | | | | | | | | | | | |
| **Hand-Arm Wear** | | | | | | | | | | | | | | | |
| bracelet | | | | | | | | | | | | | | | |
| ring | | | | | | | | | | | | | | | |
| mittens | | | | | | | | | | | | | | | |
| gloves | | | | | | | | | | | | | | | |
| wristwatch | | | | | | | | | | | | | | | |
| cuff links | | | | | | | | | | | | | | | |
| **Head-Neck-Wear** | | | | | | | | | | | | | | | |
| cap | | | | | | | | | | | | | | | |
| ear muffs | | | | | | | | | | | | | | | |
| hat | | | | | | | | | | | | | | | |
| earrings | | | | | | | | | | | | | | | |
| necklace | | | | | | | | | | | | | | | |
| scarf | | | | | | | | | | | | | | | |
| kerchief | | | | | | | | | | | | | | | |
| tie clasp | | | | | | | | | | | | | | | |
| bow tie | | | | | | | | | | | | | | | |
| tie | | | | | | | | | | | | | | | |
| **Outer Clothes** | | | | | | | | | | | | | | | |
| nightdress | | | | | | | | | | | | | | | |
| pajamas | | | | | | | | | | | | | | | |
| robe | | | | | | | | | | | | | | | |
| bathing suit | | | | | | | | | | | | | | | |
| blouse-shirt | | | | | | | | | | | | | | | |
| shorts-slacks | | | | | | | | | | | | | | | |
| skirt | | | | | | | | | | | | | | | |
| dress | | | | | | | | | | | | | | | |
| jacket | | | | | | | | | | | | | | | |
| coat | | | | | | | | | | | | | | | |
| sweater | | | | | | | | | | | | | | | |
| ski pants | | | | | | | | | | | | | | | |
| ornamental pin | | | | | | | | | | | | | | | |
| **Underclothes** | | | | | | | | | | | | | | | |
| underpants | | | | | | | | | | | | | | | |
| undershirt | | | | | | | | | | | | | | | |
| half-slip | | | | | | | | | | | | | | | |
| slip | | | | | | | | | | | | | | | |
| suspenders | | | | | | | | | | | | | | | |
| brassiere | | | | | | | | | | | | | | | |
| garter belt | | | | | | | | | | | | | | | |
| girdle | | | | | | | | | | | | | | | |

## INVENTORY OF DRESSING SKILLS cont.

### 2. General Dressing Skills

| | Undressing | | | | Dressing | | | |
|---|---|---|---|---|---|---|---|---|
| **Date Inventoried** | | | | | | | | |
| **Orientation to Articles** | | | | | | | | |
| differentiating bottom and top | | | | | | | | |
| differentiating inside and outside | | | | | | | | |
| differentiating back and front | | | | | | | | |
| differentiating left and right | | | | | | | | |
| **Zipping** | | | | | | | | |
| front | | | | | | | | |
| side | | | | | | | | |
| back | | | | | | | | |
| **Buttoning:** large buttons | | | | | | | | |
| front | | | | | | | | |
| side | | | | | | | | |
| back | | | | | | | | |
| small buttons | | | | | | | | |
| front | | | | | | | | |
| side | | | | | | | | |
| back | | | | | | | | |
| sleeve | | | | | | | | |
| **Buckling** | | | | | | | | |
| front | | | | | | | | |
| side | | | | | | | | |
| back | | | | | | | | |
| **Snapping** | | | | | | | | |
| front | | | | | | | | |
| side | | | | | | | | |
| back | | | | | | | | |
| **Hooking** | | | | | | | | |
| front | | | | | | | | |
| side | | | | | | | | |
| back | | | | | | | | |
| **Other General Skills** | | | | | | | | |
| lacing | | | | | | | | |
| putting belt through loop | | | | | | | | |
| tying | | | | | | | | |
| pinning | | | | | | | | |
| **Procuring and Replacing Clothing** | | | | | | | | |
| putting clothes in hamper | | | | | | | | |
| putting clothes in drawer | | | | | | | | |
| hanging clothes on hook | | | | | | | | |
| putting clothes on hanger | | | | | | | | |
| getting clothes from hook | | | | | | | | |
| getting clothes from drawer | | | | | | | | |

## SEQUENCES OF FUNCTIONAL SKILLS: CLOTHES

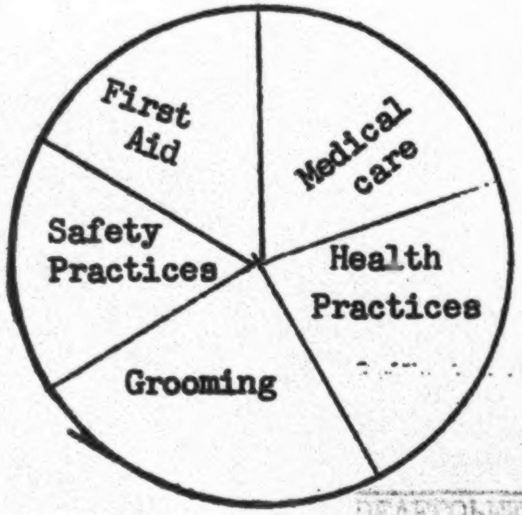
(Supplement to Inventory of Dressing Skills)

| Maintenance | Planning | Purchasing |
|---|---|---|
| pairing socks | selecting clothes appropriately clean | buying non-sized accessories less than one dollar |
| folding underwear | selecting daily outfit | buying socks appropriately sized |
| folding socks | selecting outfit appropriate for weather | |
| polishing shoes | selecting outfit appropriate for season | |
| washing socks | selecting clothes appropriately ironed, pressed | |
| ironing ribbons, scarfs, handkerchiefs | selecting outfit with appropriate color combination | |
| sewing on button | selecting accessories appropriate for outfit | |
| washing underwear | selecting outfit appropriate for occasion | |
| mending ripped seam | | |

# DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

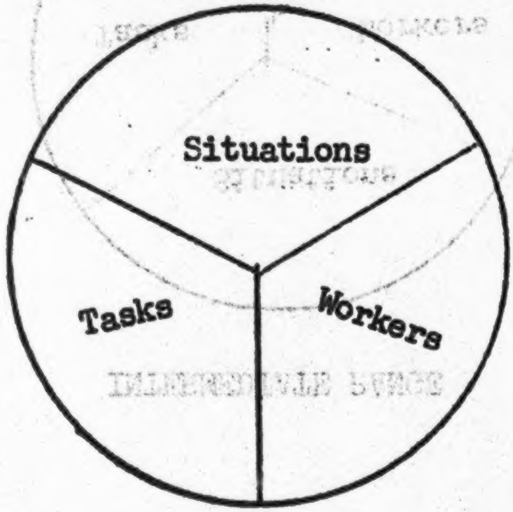
## DEVELOPMENTAL ORGANIZATION OF PROBLEM: BODY CARES

PRIMARY RANGE


First Aid
Medical care
Safety Practices
Health Practices
Grooming

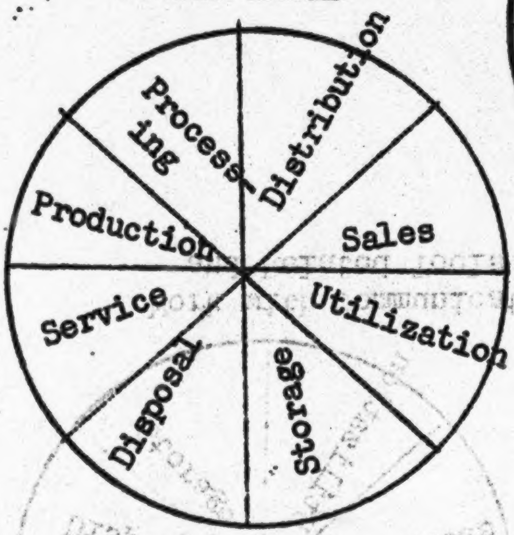
Daily Body Cares

INTERMEDIATE RANGE


Situations
Tasks
Workers

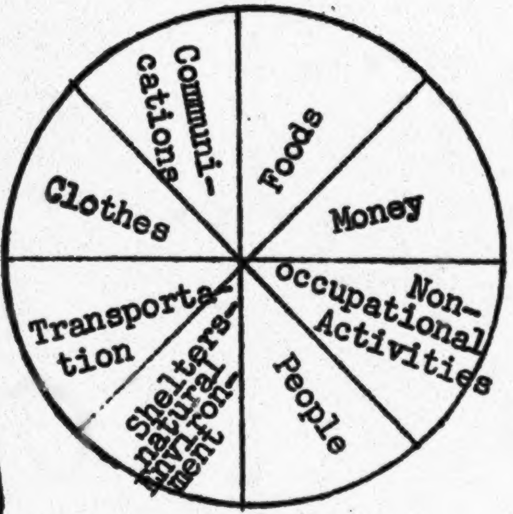
Body Cares in Daily Living

JUNIOR RANGE


Processing
Distribution
Production
Sales
Service
Utilization
Disposal
Storage

Work with Body Cares and Related Tools

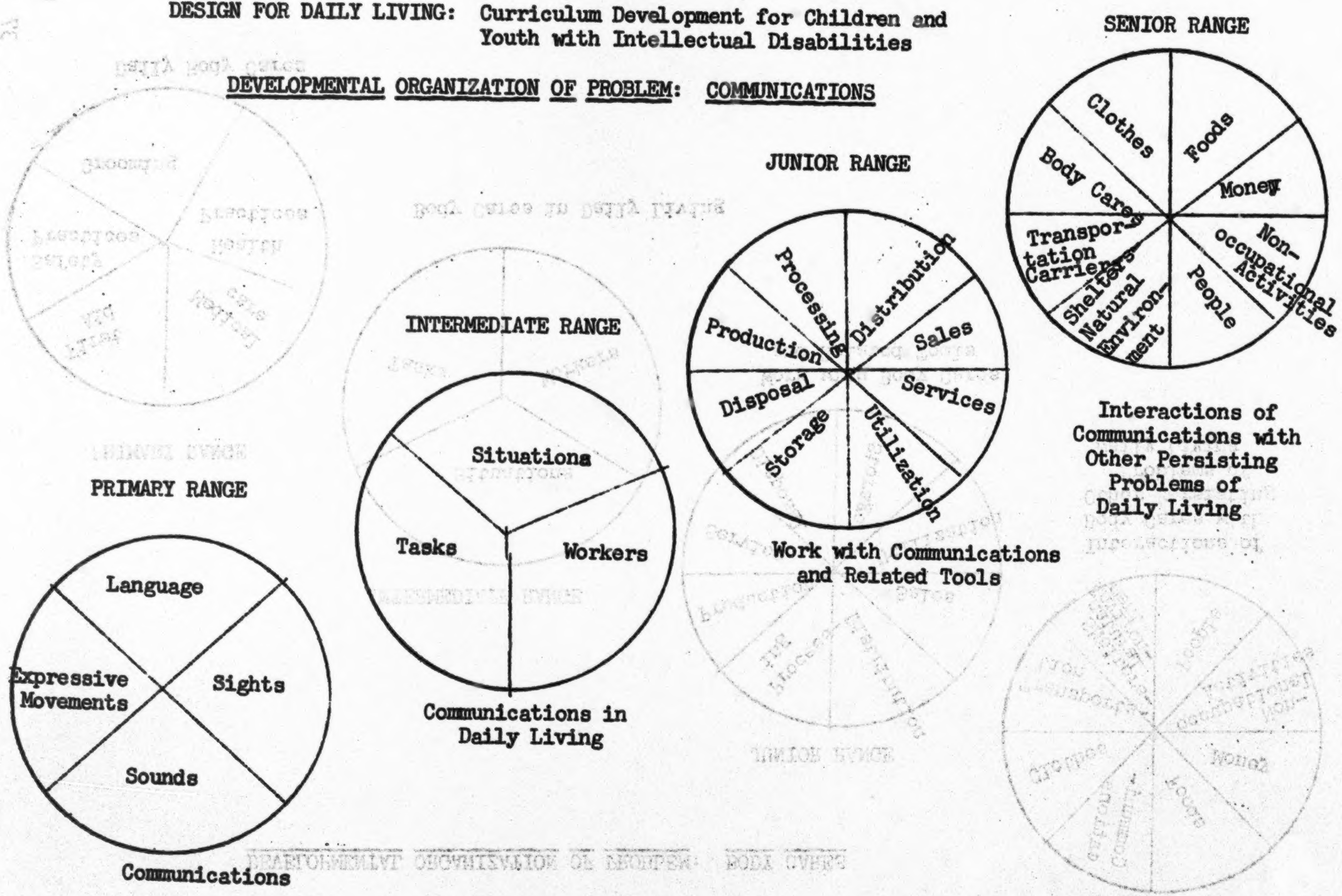
SENIOR RANGE


Communications
Foods
Clothes
Money
Transportation
Non-occupational Activities
Shelters-natural Environment
People

Interactions of Body Cares with Other Persisting Problems of Daily Living

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

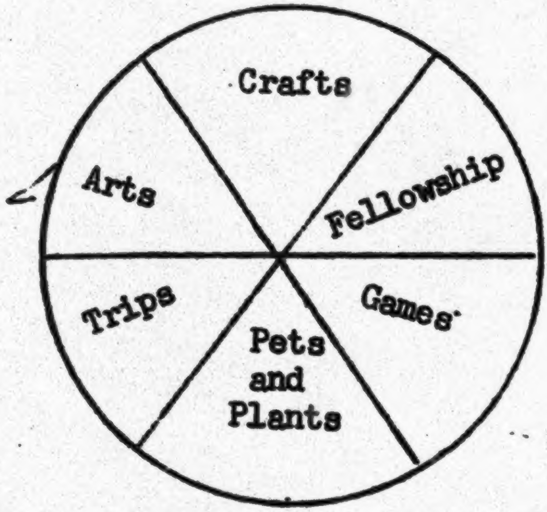
## DEVELOPMENTAL ORGANIZATION OF PROBLEM: COMMUNICATIONS


PRIMARY RANGE
Language
Expressive Movements
Sights
Sounds
Communications
INTERMEDIATE RANGE
Situations
Tasks
Workers
Communications in Daily Living
JUNIOR RANGE
Processing
Distribution
Production
Sales
Disposal
Services
Storage
Utilization
Work with Communications and Related Tools
SENIOR RANGE
Clothes
Foods
Body Cares
Money
Transportation Carriers
Non-occupational Activities
Shelters
Natural Environment
People
Interactions of Communications with Other Persisting Problems of Daily Living

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

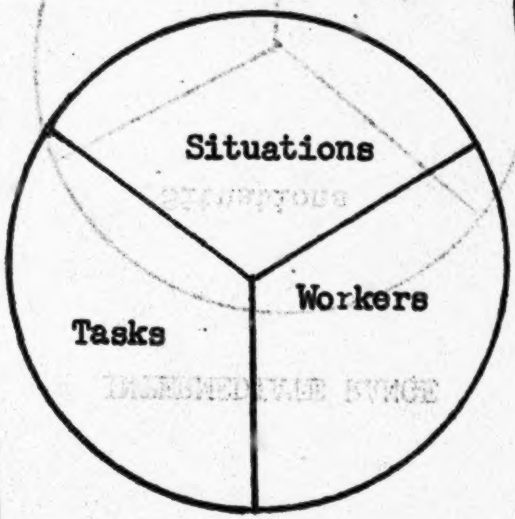
## DEVELOPMENT ORGANIZATION OF PROBLEM: NON-OCCUPATIONAL ACTIVITIES

PRIMARY RANGE


Crafts
Arts
Fellowship
Trips
Games
Pets and Plants

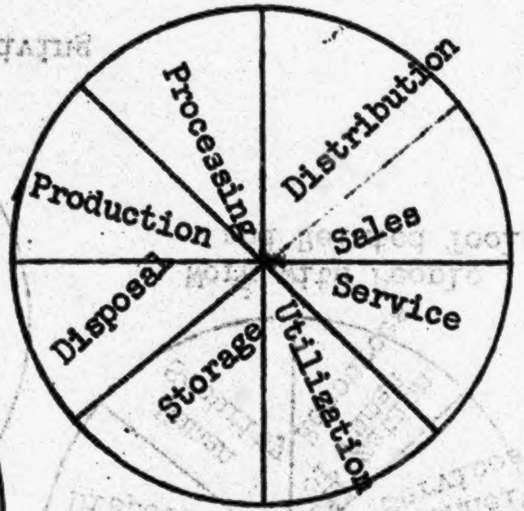
Daily Non-Occupational Activities

INTERMEDIATE RANGE


Situations
Tasks
Workers

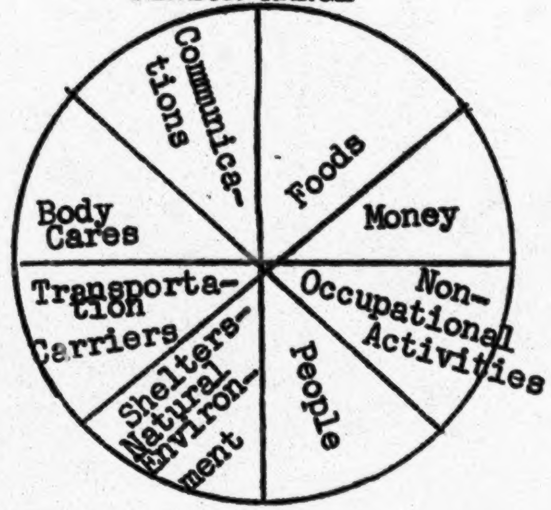
Non-Occupational Activities in Daily Living

JUNIOR RANGE


Processing
Distribution
Production
Sales
Disposal
Service
Storage
Utilization

Work with Non-Occupational Activities and Related Tools

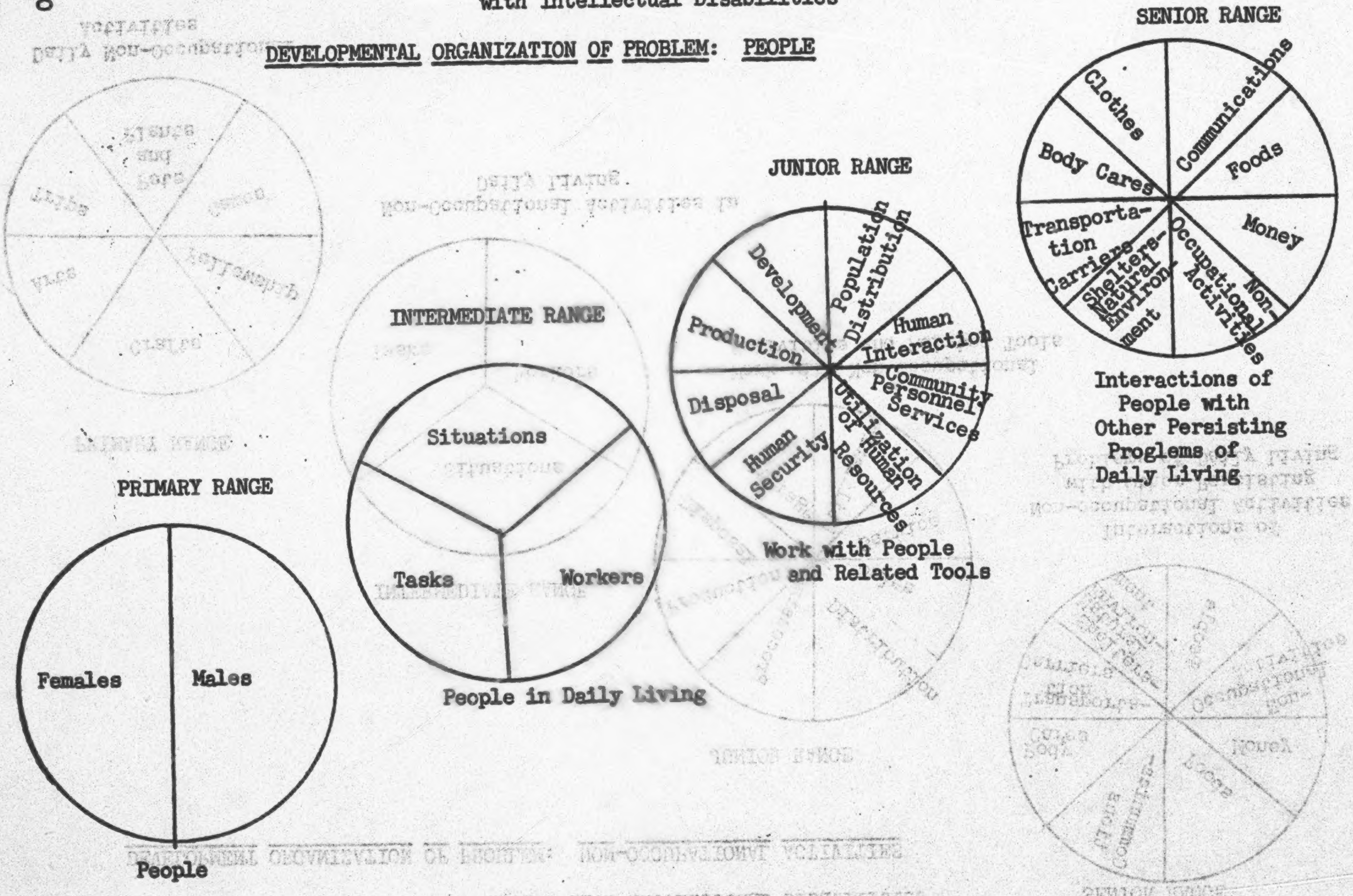
SENIOR RANGE


Communica-tions
Foods
Body Cares
Money
Transporta-tion Carriers
Non-Occupational Activities
Shelters-Natural Environ-ment
People

Interactions of Non-occupational Activities with Other Persisting Problems of Daily Living

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

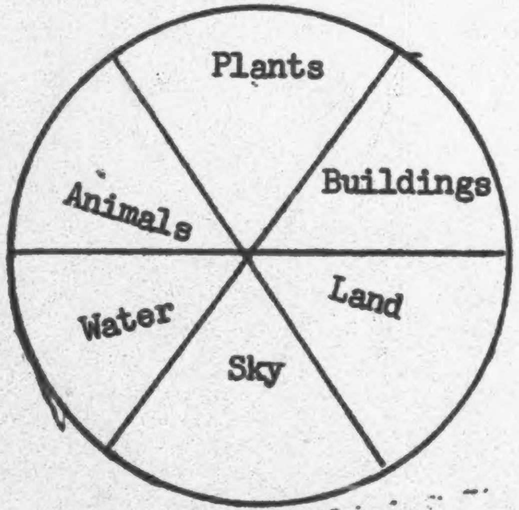
## DEVELOPMENTAL ORGANIZATION OF PROBLEM: PEOPLE


PRIMARY RANGE
Females
Males
People
INTERMEDIATE RANGE
Situations
Tasks
Workers
People in Daily Living
JUNIOR RANGE
Development
Population Distribution
Human Interaction
Production
Community Personnel Services
Disposal
Utilization of Human Resources
Human Security
Work with People and Related Tools
SENIOR RANGE
Clothes
Communications
Body Cares
Foods
Money
Transportation Carriers
Shelters-Natural Environment
Occupational Non-Activities
Interactions of People with Other Persisting Proglems of Daily Living

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

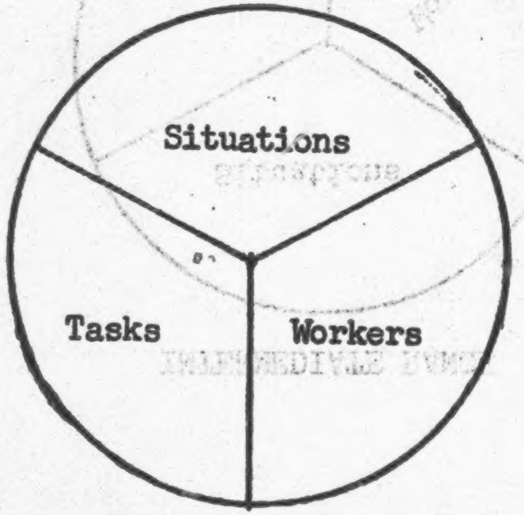
## DEVELOPMENTAL ORGANIZATION OF PROBLEM: SHELTERS AND NATURAL ENVIRONMENT

PRIMARY RANGE


Plants
Buildings
Land
Sky
Water
Animals

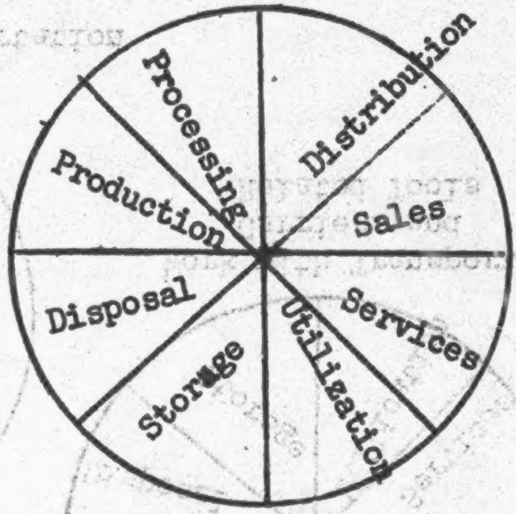
Shelters and Natural Environment

INTERMEDIATE RANGE


Situations
Workers
Tasks

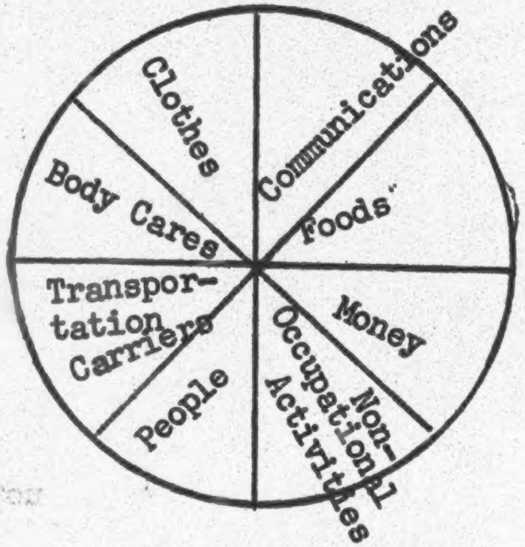
Shelters and Natural Environment in Daily Living

JUNIOR RANGE


Distribution
Sales
Services
Utilization
Storage
Disposal
Production
Processing

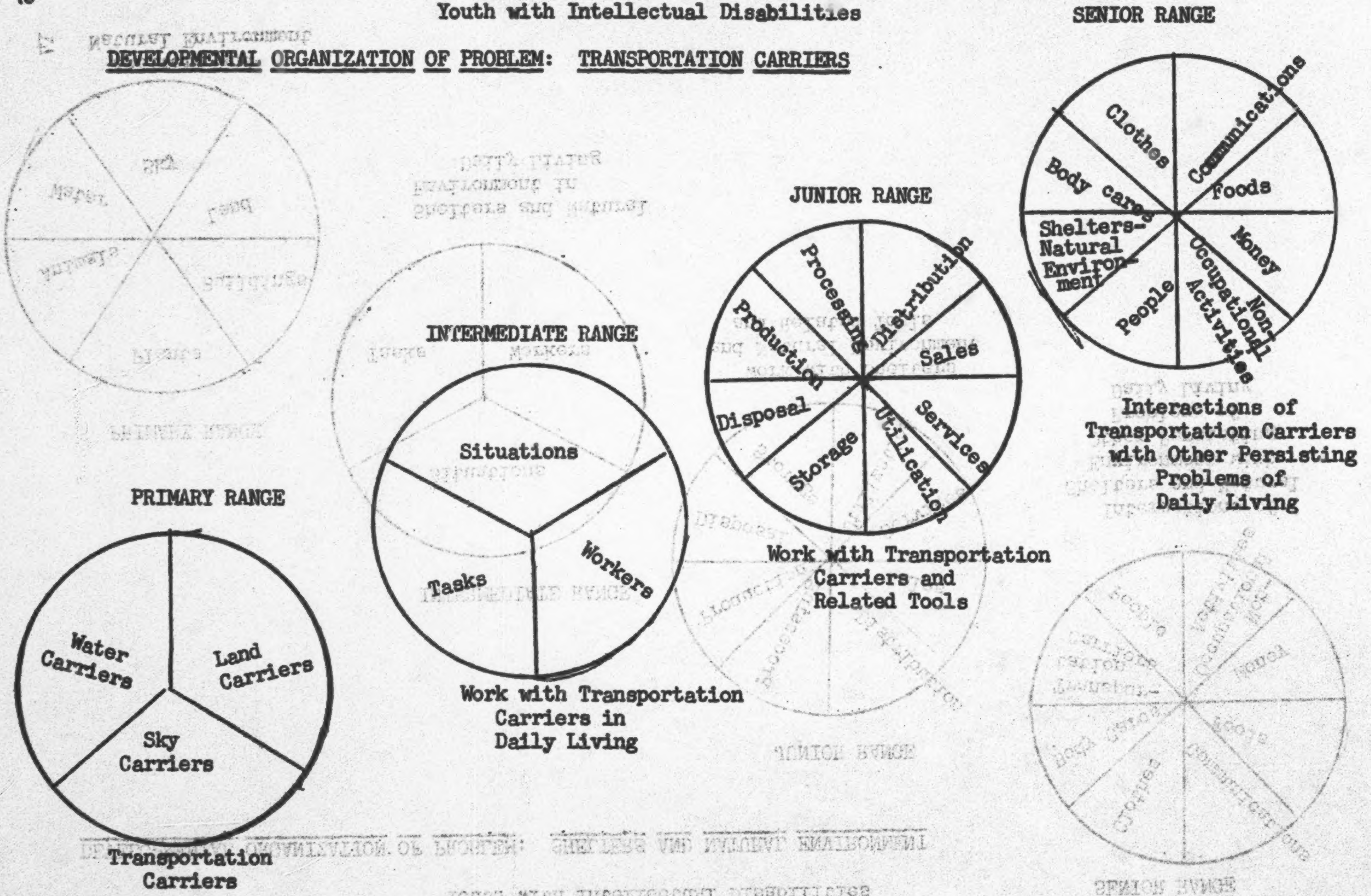
Work with Shelters and Natural Environment and Related Tools

SENIOR RANGE


Clothes
Communications
Foods
Money
Non-Occupational Activities
People
Transportation Carriers
Body Cares

Interactions of Shelters and Natural Environment with Other Persisting Problems of Daily Living

## DEVELOPMENTAL ORGANIZATION OF PROBLEM: TRANSPORTATION CARRIERS


SENIOR RANGE
Clothes
Communications
Body cares
Foods
Shelters-Natural Environment
Money
People
Non-Occupational Activities
Interactions of Transportation Carriers with Other Persisting Problems of Daily Living
JUNIOR RANGE
Processing
Distribution
Production
Sales
Disposal
Services
Storage
Utilication
Work with Transportation Carriers and Related Tools
INTERMEDIATE RANGE
Situations
Tasks
Workers
Work with Transportation Carriers in Daily Living
PRIMARY RANGE
Water Carriers
Land Carriers
Sky Carriers
Transportation Carriers

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

## SAMPLE CURRICULUM CALENDAR - FIRST SEMESTER

Teacher__________ C.A. Range__________ Core(s)__________

School__________ M.A. Range__________ Class Range__________

Town__________ I.Q. Range__________ No. of Pupils__________

| SCHOOL CALENDAR | PROBLEM | CENTERS OF INTEREST | FIELD EXPERIENCE, CLASS PROJECT |
|---|---|---|---|
| 1966<br>Aug.-Sept. | | | |
| | (Sept. 5 - Labor Day) | | |
| October | | | |
| | (Oct. 28 - Planning Day) | | |
| November | | | |
| | (Nov. 11 - Veterans' Day)<br>(Nov. 24-25 - Thanksgiving Day) | | |
| December | | | |
| | (Dec. 17-Jan. 2 - Christmas Holidays) | | |
| 1967<br>January | | | |
| | (Jan. 24 - Planning Day) | | |

**DESIGN FOR DAILY LIVING:** Curriculum Development for Children and Youth with Intellectual Disabilities

## SAMPLE CURRICULUM CALENDAR - SECOND SEMESTER

Teacher__________ C.A. Range__________ Core(s)_____

School__________ M.A. Range__________ Class Range_____

Town__________ I.Q. Range__________ No. of Pupils_____

| SCHOOL CALENDAR 1967 | PROBLEM | CENTERS OF INTEREST | FIELD EXPERIENCE, CLASS PROJECT |
|---|---|---|---|
| February | | | |
| March | (Mar. 17 - Planning Day)<br>(Mar. 24-27 - FEA) | | |
| April | | | |
| May | | | |
| June | | | |

## STEPS FOR SPECIAL CLASS TEACHER IN INITIAL PLANNING FOR UNIT OF WORK

1. Determine core(s) (scope of investigation of problem) most appropriate to chronological and social age ranges of pupils.

2. Select the persisting problem(area) to be investigated.

3. Determine unit title, also attending to pattern for developmental organization of the problem for the range within which the selected core falls.

4. Inventory the community's resources pertinent to the problem within the selected core, particularly for Core IV and above.

5. Formulate or obtain developmental sequence of functional skills pertinent to the problem selected.

6. Determine, tentatively, field experience or class project appropriate for each center of interest within this core.

7. Determine centers of interest for the problem within this fore-approximately four, each representing approximately one week of investigation.

8. Determine focus for each day's discussion within each center of interest.

9. Determine speaking vocabulary pertinent to new concepts represented in the focus of each day's discussion.

10. Prepare sample content chart of pertinent facts to be considered within the focus of each day's discussion.

11. Locate and select books, films and other teacher and pupil resource materials pertinent to this problem within this core.

12. Determine the furnishings and equipment essential to carrying out this unit of work and obtain or arrange for use.

13. Make rough sketch of one bulletin board to be prepared by teacher for each center of interest within the unit; there should be one teacher prepared bulletin and one pupil prepared bulletin.

NOTE: The first 8 steps are very important.

**Week of** ______________________ **Core(s)** ______________________

**Range** ______________________ **Problem** ______________________

| | Focus: Day's Discussion | Speaking Vocabulary | Field Experience or Class Project | Equipment and Materials |
|---|---|---|---|---|
| MONDAY | | | | |
| TUESDAY | | | | |
| WEDNESDAY | | | | |
| THURSDAY | | | | |
| FRIDAY | | | | |

## DESIGN FOR DAILY LIVING

## TENTATIVE PLANS FOR THIS WEEK

| FUNCTIONAL ACTIVITIES | | | |
|---|---|---|---|
| Oral Language | Social Skills | Creative Arts | Recreation |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

#To be completed prior to each week's classroom activity.

Scope of Problem

Center of Interest

ACADEMIC ACTIVITIES: CLASS, GROUPS, INDIVIDUALS

| Reading | | Writing | Arithmetic | |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# DESIGN FOR DAILY LIVING

## PRIMARY RANGE

## CORES I-III

**DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities**

## PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

**Educable Range: Primary Class**

### Core I: EXPLORING THINGS AROUND US

| Class Dimensions | |
|---|---|
| I.Q. | 56 to 80 |
| C.A. | 6-0 to 7-6 |
| M.A. | 3-4 to 6-0 |
| I.G.P. | N to 1.0 |

**Individual inventory of cumulative concepts, vocabulary and skills acquired through pupils' experience in daily living related to one persisting problem (e.g., Foods)**

**Perception of common items (e.g., of foods) through sensory experiences with items encountered in activities of daily living within pupils' experiences**

**Discrimination through sensory experiences of likenesses and differences among the common items (e.g., of food)**

**Recognition of names of common items (e.g., of foods) and of words describing their physical properties**

**Association of the common items with their names**

**Association of physical properties with their names**

**Generalization from common items to persisting problem**

**Generalization from common properties to persisting problem**

# DESIGN FOR DAILY LIVING: Curriculum Development

## Sample Pattern of Content Development

Problem: PEOPLE
Core I: Exploring Things around us

Scope: EXPLORING PEOPLE AROUND US

1. Who are the people around us
   a. Our names
   b. Names of members of our families
   c. Names of other people around us
   d. Names of make-believe people

2. What the people around us look and sound like
   a. Sexes
   b. Ages
   c. Colors (races)
   d. Languages spoken

3. How the people around us act
   a. Toward themselves
   b. Toward other people
   c. Toward things

4. How the people around us feel
   a. About themselves
   b. About other people
   c. About things

Core I
Scope: Exploring People Around Us

## SAMPLE SPEAKING VOCABULARY

### 1. Who Are the People Around Us

a. OUR NAMES
- I-me-myself
- we-us-ourselves
- you-yourself
- (pupils' names)
- (teachers' name)

b. FAMILY MEMBERS
- aunt
- brother
- cousin
- father-daddy
- grandfather
- grandmother
- mother-mama
- sister
- uncle

OTHER PEOPLE
- school bus driver
- -who come to our classroom often
- -who come to our homes often
- -whom we 'visit' often

d. MAKE BELIEVE
- -in comics
- -in stories
- -on T-V
- -our dolls and toys
- -Santa Claus

### 2. Look and Sound Like

a. SEXES
- boy
- girl
- he-him
- lady
- man
- she-her
- woman

b. AGES
- adult
- baby
- child-children
- grown-up
- old
- teen-ager
- young

c. COLOR (RACES)
- black
- red
- white

d. LANGUAGES (SPOKEN)
- alike
- different
- English
- Spanish

### 3. How People Act

a. TOWARD THEMSELVES
- busy-lazy
- crying-laughing
- frowning-smiling
- pretending

b. TOWARD OTHER PEOPLE
- accepting-fighting
- friendly-unfriendly
- helping
- hiding from
- hitting
- kissing
- leading-following
- polite-rude

c. TOWARD THINGS
- breaking-fixing
- giving-taking
- keeping-sharing
- remembering-forgetting
- saving-wasting
- hers
- his
- mine
- ours
- theirs
- yours

### 4. How People Feel

a. ABOUT THEMSELVES
- ashamed-proud
- cross-pleasant
- happy-unhappy

b. ABOUT OTHER PEOPLE
- afraid
- angry
- hating-loving
- jealous
- kind-mean

c. ABOUT THINGS
- excited-bored
- glad-sad
- liking
- wanting

# DESIGN FOR DAILY LIVING: Curriculum Development

## Sample Pattern of Content Development

Problem: BODY CARES
Core I: Exploring Things around Us

Scope: EXPLORING OUR BODIES

1. What things are parts of our bodies
    a. Our heads and their parts
    b. Our limbs and their parts
    c. Our trunks and their parts
    d. Other parts

What our bodies and their parts look like
    a. Colorings
    b. Sizes
    c. Shapes
    d. Amounts

What our bodies and their parts feel and smell like
    a. Textures
    b. Temperatures
    c. Weights
    d. Body odors
    e. Other conditions

4. What our bodies and their parts do
    a. Sensing
    b. Moving
    c. Making sounds

Core I
Scope: Exploring Our Bodies

## SAMPLE SPEAKING VOCABULARY

### 1. Parts of Our Bodies

1a. HEAD
- hair
- ears
- face
  - forehead
  - eyes
  - eyebrows
  - cheeks
  - nose
  - lips
  - mouth
  - teeth
  - tongue
  - chin
- neck

1b. LIMBS
- hands
  - thumb
  - fingers
  - -nails
- arms
  - wrist
  - elbow
- feet-foot
  - toes
  - -nails
  - heel
- legs
  - ankle
  - knee

1c. TRUNK
- shoulders
- chest
- heart
- stomach
- waist
- hips
- genitals
- back

1d. Other Parts
- blood
- bones
- muscles
- nerves
- skin

### 2. What They Look Like

2a. Colorings
- black
- blond
- blue
- brown
- brounette
- dark-light
- freckled
- green
- hazel
- pale-rosy
- red
- redheaded
- sunburned
- tanned
- white

2b. Sizes
- big-little
- deep-shallow
- fat-slim
- large-small
- long-short
- narrow-wide
- short-tall
- thicksthin

2c. Shapes
- crooked-straight
- curly-straight
- oval-round

2d. Amounts
- feet
- five
- many
- one
- pounds
- ten
- two

### 3. What They Feel & Smell

3a. Textures
- rough-smooth
- course-fine
- wrinkled

3b. Temperature
- cold-hot
- cool-warm
- high-normal

3c. Weight
- heavy-light

3d. Odors
- sweaty

3e. Other Conditions
- alike-different
- clean-dirty
- dry-wet
- healed-sore
- hungry
- rested-tired
- sick-well
- strong-weak
- thirsty

### 4. What Our Bodies and Their Parts Do

4a. Sensing
- hear
- see
- smell
- taste
- touch

4b. Moving
- bend
- breathe
- grow
- hold
- hop
- jump
- lie down
- point
- reach
- run
- sit
- skip
- stand
- walk

4c. Making Sounds
- burp
- cough
- cry
- laugh
- pant
- sneeze
- talk
- yawn

Other Related Conditions
- blind
- deaf
- alive-dead
- asleep-awake
- crippled
- fast-slow
- high-low
- loud-soft
- noisy-quiet
- shouted-whispered

## Sample Pattern of Content Development

Problem: FOODS
Core I: Exploring Things around Us

SCOPE: EXPLORING DAILY FOODS

1. What things are foods
    a. Some things we eat and drink—and their parts
    b. Daily foods in other forms or combinations

2. What foods look like
    a. Colors
    b. Sizes
    c. Shapes
    d. Amounts

3. What foods taste like
    a. Tastes
    b. Flavors

4. What foods feel and smell like
    a. Textures
    b. Temperatures
    c. Weights
    d. Odors

## SAMPLE SPEAKING VOCABULARY

### 1. What Things Are Foods

#### a. SOME THINGS WE EAT AND DRINK - AND THEIR PARTS*

- apples
- appricots
- bananas
- blueberries
- cherries
- dates
- figs
- grapefruit
- grapes
- guavas
- lemons

- mangoes
- olives
- oranges
- peaches
- pears
- pecans
- pineapples
- plums
- strawberries
- walnuts
- watermelon

- breads
- cereals (dry)
- crackers
- grits
- oatmeal
- rice

- mustard
- pepper
- salt
- sugar

- beans
- beets
- broccli
- brussel-sprouts
- cabbages
- carrots
- celery
- corn
- collards
- cucumbers

- egg plant
- lettuce
- onions
- peas
- peppers
- potatoes
- pumpkins
- radishes
- spinach
- squash
- tomatoes

- bacon
- beef
- chicken
- eggs
- flounder
- ham
- lamb
- milk
- mullet
- pork
- tunafish
- turkey

- bones
- cores
- ears
- fat
- leaf-leaves
- peelings
- pits
- seeds
- shells
- skins

#### b. DAILY FOODS IN OTHER FORMS OR COMBINATIONS*

- applesauce
- baked beans
- butter
- catsup
- cheese
- french fries
- hamburgers
- hot chocolate

- hot dogs
- ice cream
- lemonade
- margarine
- milk shakes
- peanut butter
- pickles
- pizza

- potato chips
- prunes
- raisins
- sausage
- whipped-cream

- biscuits
- cakes
- candy bars
- cold drinks
- cookies
- fillings
- frostings
- gravy

- jam
- jello
- jelly
- juice
- macaroni
- muffins
- noodles
- pies

- puddings
- rolls
- salads
- sandwich
- soups
- spaghetti
- syrup

### 2. What Foods Look Like

a. COLORS
- brown
- green
- orange
- red
- white
- yellow

b. SIZES
- big-little
- large-small
- thick-thin

c. SHAPES
- flat
- round-squares

d. AMOUNTS
- all
- bunch
- crumb
- cupful
- empty-full
- handful
- head
- glassful

- loaf
- more
- one
- part
- piece
- slice
- some
- spoonful
- whole

### 3. What Foods Taste Like

a. TASTES
- bitter
- salty
- sour
- sweet

b. FLAVORS
- chocolate
- vanilla

### 4. What Foods Feel and Smell Like

a. TEXTURES
- hard-soft
- rough-smooth

b. TEMPERATURES
- cold-hot
- cool-warm
- frozen-melted

c. WEIGHTS
- heavy-light

d. ODORS
- burned
- spoiled

---

*Should include only those foods which are in common use in locality.

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: SHELTERS AND NATURAL ENVIRONMENT
Core I: Exploring Things around Us

Scope: EXPLORING WHERE WE LIVE AND WORK

1. Where do we live and work
    a. Our school
        (1) Parts we use daily
        (2) What they look like
    b. Our homes
        (1) Names of structures in which we live
        (2) Parts of our homes
            (a) Outside
            (b) Inside
        (3) What they look like

2. What things grow outdoors
    a. Plants around us
        (1) Their names and parts
        (2) What they look like
    b. Animals around us
        (1) Their names and parts
        (2) What they look like
        (3) Sounds they make
        (4) Ways they move

3. What other things are parts of the outdoors
    a. Land around us and what it looks like
    b. Waters around us and what they look like
    c. Things in the sky and what they look like
    d. Things inside the earth

4. What things change daily outdoors
    a. Changes we see in the sky
    b. Changes we hear or feel in the air

Core I
Scope: Exploring Where We Live and Work

## SAMPLE SPEAKING VOCABULARY#

---

### 1. Where We Live and Work (Situations)

a. SCHOOL
- rooms
  - classroom
  - lunchroom
  - restroom
- hall
- playground
- sidewalk
- and parts:
  - -ceiling
  - -door
  - -floor
  - -wall
  - -window
  - -cabinet

b. HOMES
- house
- trailer
- apartment
- parts outside:
  - -chimney
  - -roof
  - -door
  - -window
  - -steps
  - -porch
  - -patio
  - -carport
- yard
- lawn
- driveway
- sidewalk
- fence
  - -gate
- parts inside:
  - rooms
  - -bathroom
  - -bedroom
  - -kitchen
  - -living room
  - -attic
  - -cellar
  - -closet
- hall
  - stairs
- and parts

### 2. Things that Grow Outdoors around Us

a. PLANTS
- moss
- fern
- (seed plants)
  - pine tree
  - azalea bush
  - camellia
  - day lillies
  - dogwood tree
  - oak tree
  - grass
  - palm tree
  - tulip
- and parts:
  - -bulb
  - -branch
  - -cone
  - -flower
  - -leaf-leaves
  - -root
  - -seed
  - -stem
  - -trunk

b. ANIMALS
- sponge
- coral
- sand dollar
- clam
- snail
- earthworm
- (insects)
- fly-flies
- mosquito
- spider
- tick
- ant
- termite
- (amphibians)
  - frog
  - salamander
  - toad
- birds
  - blue jay
  - cardinal
  - mocking bird
- fishes
  - catfish
  - mullet
  - perch
- (reptiles
  - cameleon
  - snake
  - turtle
- (mammals)
  - possum
  - rabbit
  - squirrel
- and parts:
  - -backbone
  - -beak
  - -eggs
  - -feathers
  - -fins
  - -fur
  - -gills
  - -lungs
  - -scales
  - -shell
  - -tail
  - -wings

### 3. Other parts of the Outdoors

a. LAND
- island
- mainland
- -beach
- -coast
- hill
- lowland
- (soils)
  - clay
  - dirt
  - sand
  - stone

b. WATERS
- gulf
- lake
- pond
- river
- springs

c. SKY
- moon
- stars
- sun

d. in the EARTH
- coal
- oil
- rock
- salt

### 4. Daily Changes Outdoors (Rel.Conditions)

a. SKY
- (1) light
  - dark-light
  - darkness
  - day-night
  - sunlight
- (2) (moisture)
  - clouds
  - dew
  - dry-wet
  - fog
  - frost
  - rain

b. AIR
- (1) (movement)
  - lightning
  - thunder
  - wind
- (2) (temperature)
  - cold-hot

---

#Should reflect the natural environment of the locale where pupils live and terminology common to that locale.

## Sample Pattern of Content Development

**Problem:** COMMUNICATIONS
**Core I:** Exploring Things around Us

**Scope:** EXPLORING DAILY COMMUNICATIONS

1. What things are communications
   a. Things we look at
   b. Things we listen to
   c. Things we say
   d. Other things we do
      (1) Our gestures
      (2) Our facial expressions
      (3) Our other expressive body movements

2. What communications look like
   a. Colors
   b. Sizes
   c. Shapes
   d. Amounts
   e. Other States

3. What communications sound like
   a. Speech
   b. Other sounds

4. What communications do
   a. Containing information for us
   b. Containing information from us

Core I
Scope: Expsoring Daily Communications

## Sample Speaking Vocabulary

| 1. What things are Communications | 2. What Communications look like | 3. What Communication sounds like | 4. What Communications do |
|---|---|---|---|
| a. Things we look at<br>television<br>movies (home-commercial)<br>pictures (photo album)<br>billboards<br>newspaper(s)<br>magazine(s)<br>book(s) | a. Color<br>telephones (basic colors)<br>dark wood<br>light wood<br>yellow<br>white-black print | a. Speech<br>alike<br>different<br>loud<br>soft<br>fast<br>slow<br>drawl | a. Containing information for us<br>Telegram<br>letter<br>story<br>report<br>relate<br>note<br>text book |
| b. Things we listen to<br>radio (transistor)<br>record player<br>people (teachers, speakers)<br>telephone | b. Sizes<br>big<br>little<br>portable<br>large<br>"Princess" | b. Other sounds<br>dots<br>clicks<br>clap<br>bark<br>kiss<br>grunt<br>groan<br>yawn | b. Containing information from us<br>message<br>send<br>stamp<br>mail<br>paper<br>pencil<br>crayons |
| c. Things we say<br>Please<br>Thank you<br>Hello<br>Good-bye | c. Shapes<br>rectangle<br>box-like<br>on wheels<br>wall phones<br>desk phones<br>Princess phones | | |
| d. Things we do<br>wave<br>wink<br>smile<br>nod<br>shake<br>point<br>gesture (use this word later)<br>motion<br>stomp | d. Amounts<br>pages<br>sections<br>parts<br>sheet | | |
| | e. Other states | | |

## Sample Pattern of Content Development

Problem: TRANSPORTATION CARRIERS
Core I: Exploring Things Around Us

Scope: EXPLORING DAILY TRANSPORTATION CARRIERS

1. What things are carriers
   a. Things we use
      (1) Our bodies
         (a) Ourselves
             feet
             legs
         (b) To carry our things
      (2) Animals we use to carry
         (a) horse
         (b) mule
      (3) Vehicles we use to carry
         (a) baby carriage
         (b) bicycles
         (c) doll buggy
   b. Carriers other use

2. What carriers look like
   a. Colors
   b. Sizes
   c. Shapes
   d. Amounts
   e. Other States

3. What carriers sound, feel, and smell like
   a. Sounds
   b. Texture
   c. Temperatures
   d. Weights
   e. Odors

4. What things we do with our carriers

Core I
Scope: Exploring Daily Transportation Carriers

## Sample Speaking Vocabulary

| 1. What things are carriers | 2. What carriers look like | 3. What carriers sound, feel and smell like | 4. What things we do with carriers |
|---|---|---|---|
| a. Things we use | a. Colors | a. Sounds | haul |
| (1) Our bodies | skin | footsteps | ride |
| (a) to carry |  | bray | plow |
| ourselves |  | neigh | transport |
| feet |  |  |  |
| legs |  |  |  |
| running | b. Sizes |  |  |
| standing |  | b. Textures |  |
| stepping up |  | skin | push |
| and down |  | soft | pull |
| walking |  | hard | steer |
| (b) to carry |  | hair | drive |
| our things |  | smooth |  |
| arms |  |  |  |
| carrying | c. Shapes |  |  |
| hands |  | c. Temperatures |  |
| holding |  |  |  |
| lifting up |  |  |  |
| putting down |  |  |  |
| (2) Animals we use |  |  |  |
| to carry |  |  |  |
| horse | d. Amounts |  |  |
| mule | team |  |  |
| (3) Vehicles we | one wheel | d. Weights |  |
| use to carry | two wheels | pounds |  |
| baby carriage | three wheels | tons |  |
| bicycle | four wheels |  |  |
| doll buggy |  |  |  |
| escalator |  |  |  |
| motor bike |  |  |  |
| pedaling |  | e. Odors |  |
| pulling | e. Other States |  |  |
| pushing |  |  |  |
| scooter |  |  |  |
| steering |  |  |  |
| tractor |  |  |  |
| tricycle |  |  |  |
| wagon |  |  |  |
| wheelbarrow |  |  |  |

## Sample Pattern of Content Development

Problem: CLOTHES
Core I: Exploring Things around Us

Scope EXPLORING DAILY CLOTHES

1. What things are clothes
    a. Things everyone wears
    b. Things boys and fathers wear
    c. Things girls and mothers wear
    d. Things babies wear

2. What our clothes look like
    a. Colors
    b. Sizes
    c. Shapes
    d. Amounts
    e. Other States

3. What our clothes feel and smell like
    a. Textures
    b. Weights
    c. Odors

4. What clothes and their parts do we wear on parts of our bodies
    a. Head and neck
    b. Trunk
    c. Arms and hands
    d. Legs and feet

Core I
Scope: Exploring Daily Clothes

## SAMPLE SPEAKING VOCABULARY

a. CLOTHES EVERYONE WEARS
- bathing cap
- bathing suit
- belt
- boots
- coat
- earmuffs
- gloves
- hat
- jacket
- pajamas
- raincoat
- rain hat
- ring
- robe
- rubbers
- sandals
- scarf
- shoes
- shorts
- slacks
- slippers
- snowsuit
- socks
- suit
- sweater

b. BOYS AND FATHERS WEAR
- bluejeans
- cap
- cuff links
- overalls
- overcoat
- pants
- shirt
- suspenders
- tie
- tie clasp
- topcoat
- trousers
- t-shirt
- undershirt
- undershorts
- vest
- wallet

c. GIRLS AND MOTHERS WEAR
- blouse
- bracelet
- brassiere
- crinolin
- dress
- earrings
- garter belt
- girdle
- half-slip
- necklace
- nightgown
- pocketbook
- purse
- skirt
- slip
- stockings
- underpants

d. BABIES WEAR
- bonnet
- booties
- diapers
- mittens
- rubber pants
- sunsuit

2. What Clothes Look Like

a. COLORS
- black-white
- blue-yellow
- green-red
- orange-brown
- pink-grey
- shiny-dull

b. SIZES
- big-little
- large-small
- long-short
- tight-loose
- too

C. SHAPES
- full
- pointed
- round
- straight

d. AMOUNTS
- enough
- few-many
- one
- pair
- two

3.-Feel and Smell Like

a. TEXTURES
- hard-soft
- rough-smooth
- starched
- stiff-limp

b. WEIGHTS
- heavy-light
- thick-thin

c. ODORS
- fresh
- mildewy
- musty

4. Clothes and Parts related to Parts of Body

a. CLOTHES PARTS
- back-front
- inside-outside
- top-bottom
- buttonhole
- brim
- collar
- cuffs
- heel
- hem
- holes(for laces)
- pleats
- pocket
- ruffle
- seam
- sleeve
- sole

b. BODY PARTS
- arms
- -wrist
- hands
- -fingers
- feet
- head
- -ears
- legs
- -knees
- neck
- trunk
- -chest
- -hips
- -shoulders
- -waist
- skin

## Sample Pattern of Content Development

Problem: NON-OCCUPATIONAL ACTIVITIES
Core I: Exploring Things Around Us

Scope: EXPLORING OUR INTERESTS

1. What things are our interests
    a. Things we play
    b. Things we make
    c. Things we do with living things
    d. Things other people do

2. What interests we watch or listen to
    a. Going to events and exhibits
    b. Attending to programs, films, and stories
    c. Looking at pictures in books

3. What interests we do with our hands
    a. Playing table games
    b. Playing musical instruments
    c. Making things out of materials
    d. Collecting things

4. What interests we do with our bodies
    a. Playing with toys
    b. Playing games outdoors
    c. Caring for living things
    d. Visiting people and places

Core I
Scope: Exploring Daily Non-occupational Activities

## Sample Speaking Vocabulary

| 1. What things are our interests | 2. What interests we watch or listen to | 3. What interests we do with our hands | 4. What interests we do with our bodies |
|---|---|---|---|
| a. Things we play<br>games<br>ball<br>toys<br>baseball<br>kick ball<br>jump rope<br>jacks | a. Going to events and exhibits<br>baseball park<br>Gator Bowl<br>theater<br>auditorium<br>Coliseum<br>church<br>museums<br>parks<br>playgrounds | a. Playing table games<br>swinging<br>hitting<br>catching<br>holding<br>moving<br>cards<br>shuffle<br>deal | a. Playing with toys<br>kneeling<br>crawling |
| b. Things we make<br>pictures<br>baskets<br>flowers | b. Attending to programs, films and stories | b. Playing musical instruments<br>blow<br>piano<br>horn<br>guitar<br>ukelele | b. Playing games outdoors<br>running<br>hiding<br>skipping<br>jumping |
| c. Things we do with living things<br>pet<br>play<br>feed<br>comb<br>clean | c. Looking at pictures in books<br>colored pictures<br>pages<br>turning<br>pretty<br>colorful | c. Making things out of materials<br>cut<br>sew<br>paste<br>paint<br>glue | c. Caring for living things<br>feeding<br>watering<br>protecting |
| d. Things other people do<br>sing<br>dance<br>run<br>skip<br>fish | | d. Collecting Things<br>bugs<br>shells<br>catching<br>finding<br>hunting<br>feeling | d. Visiting people and places<br>riding<br>walking<br>camping<br>hiking<br>swimming<br>picnicing |

Design for Daily Living **SAMPLE PATTERN***
Problem: Foods
Core: One
Scope: Exploring Daily Foods

## CONTENT CHARTS

Center of Interest: What Things Are Foods

### Foods Are to Eat and Drink

When we are hungry, we eat.
When we are thirsty, we drink.
Foods are things to eat.
Foods and water are things to drink.
Foods are things we eat and drink.

Center of Interest: What Things are Foods
Focus of Day's Discussion: Foods We Eat

### Some Foods We Eat

We eat some foods.
We eat cereal.
We eat bread and butter.
We eat meat and potatoes.
We eat apples and cake.
There are other foods we eat.

Center of Interest: What Things Are Foods
Focus of Day's Discussion: Foods We Drink

### Some Foods We Drink

We drink some foods.
We drink milk.
We drink orange juice.
We drink water.
Water is not a food.
There are other foods we drink.

---

*To be developed through oral language experiences for each Center of Interest

# DESIGN FOR DAILY LIVING

## CORE II

## PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Primary Class

### Core II: EXPLORING TOOLS AROUND US

Class Dimensions

I.Q. 56 to 80
C.A. 7-0 to 8-6
M.A. 3-11 to 6-9
I.G.P. N to 1.8

Individual inventory of cumulative concepts, vocabulary and skills acquired through pupils' experiences in daily living, and--as needed--review of previous content related to problem

Perception of common tools used in relation to the persisting problem through sensory-motor experiences with tools encountered in activities of daily living within pupils' experiences

Discrimination through sensory-motor experiences of likenesses and differences among the common tools (e.g., used in relation to foods and/or daily eating activities)

Recognition of names of common tools and of words describing their functions

Association of common tools with their functions

Association of common tools with their names

Association of common functions of tools with their names

Generalization from common tools to persisting problem

Generalization from common functions of tools to persisting problem

## Sample Pattern of Content Development

Problem: PEOPLE
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO PEOPLE

1. Exploring tools we use to make friends with people
    - a. Meeting and making friends with people
    - b. Inviting and welcoming people
    - c. Helping people

2. Exploring tools we use to take our place among people
    - a. Making and following rules in class
    - b. Paying respect to our country
    - c. Attending church

3. Exploring tools we use to become acceptable people
    - a. Telling the truth
    - b. Respecting other people as persons
    - c. Respecting the property of others

Core II
Scope: Exploring Tools Related to People

## Sample Speaking Vocabulary

| 1. Exploring tools we use to make friends with people | 2. Exploring tools we use to take our place among people | 3. Exploring tools we use to become accep able people |
|---|---|---|
| a. Meeting and making friends with people | a. Making and following rules in class<br>follow<br>obey<br>list<br>suggest | a. Telling the truth<br>honesty<br>"tattle-tale" |
| b. Inviting and welcoming people<br>note<br>written invitation<br>spoken invitation<br>telephone call<br>hand shake | b. Paying respect to our country<br>flag<br>salute<br><br>voting machine | b. Respecting other people as person<br>like<br>love<br>hate (as how we s not act )<br>equal rights<br>trust |
| c. Helping People<br>carry<br>open door<br>sharing | c. Attending church<br>kneeling<br>bowing church<br>hymn book<br>prayer book<br>bulletin<br>prayer<br>song | c. Respecting prop of others<br>permission<br><br>We should not<br>steal<br>destroy<br>use-unless g permission |

DESIGN FOR DAILY LIVING: Curriculum Development

## Sample Pattern of Content Development

Problem: BODY CARES
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR BODY CARES

1. Exploring tools we use to keep our bodies healthy
    a. Washing parts of our bodies
    b. Toileting
    c. Keeping fit
    d. Keeping well
2. Exploring tools we use to keep our bodies safe
    a. Protecting from cuts
    b. Protecting from burns, heat and cold
    c. Protecting from falls and bumps
    d. Protecting from poisons
        (1) Household poisons
        (2) Insect, snake and other animal bites
        (3) Poisonous plants
3. Exploring tools we use to make our bodies attractive
    a. Grooming our hair
    b. Caring for our skin
    c. Caring for our nails
    d. Checking our appearance

Problem Body Cares
Scope: Exploring Tools Around Us

## Sample Speaking Vocabulary

1. Exploring tools we use to keep our bodies healthy

a. Washing parts of our body
wash cloth
soap
water
towel
brush
eye wash
ear swab
cotton
boric acid
bath salts
paste
odor
mouth
teeth
decay
white
yellow
trim
nails
file
neat
hands
hair
shampoo
clean
often
oily
shiny
dirty
shower
tub
scrub
each day
all over

b. Toileting
toilet paper
toilet
flush
wash hands

c. Keeping fit
proper garments
8 glasses water
proper foods
out-of-doors
vegetables
exercise
elimination
run
jump
walk
ride
sunshine
swim
fruit
milk
cereal
meat
diet

d. Keeping well
quiet time
handkerchief
clean hands
cover nose
cover mouth
sleep
rest
medicine
doctor
check-up
prevent
swallow
body
tissue
spread
germs
sneeze
cough
regular
visit
shots
taste

2. Exploring tools we use to keep our bodies safe

a. Protecting from cuts
knife
sharp instrument
sharp tools
toys
glass
band-aid
scissors
First Aid kit
razor

b. Protecting from burns, heat and cold
sun-tan lotions
suitable clothing
stoves-ovens
air conditioning
electric outlets
heat
ointment
matches
bare foot
gasoline fluid
cleaning hot water
fans
fire
burn

c. Protecting from falls, and bumps
steps-high-climb
playground
slippery
pick up
window
aisle
run
feet
leaning

d. Protecting from poison
(1) household poisons
skull
crossbones
danger
poison
(2) Insect, snake, animal bites
dog tetnus
cat scratch
rabies shots
(3) Poisonous plants
leaf
color
poison ivy-oak

3. Exploring tools we use to make our bodies attractive

a. Grooming our hair
brush
wash
shiny
clean
each
comb
shampoo
dirty
often
week

b. Caring for our skin
soft
lotion
dry
moist
scaly
clean

c. Caring for our nails
trim
soap
neat
hands
short
file
wash
brush
looks
long

d. Checking our appearance
mirror
looking glass
smile
neat
clean
odor

## Sample Pattern of Content Development

Problem: FOODS
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR FOODS

1. Exploring tools we use to drink and eat our foods
   a. Feeding self
   b. Setting a table
   c. Helping self to foods

2. Exploring tools we use to clean up
   a. Clearing the table
   b. Taking care of garbage
   c. Doing dishes

3. Exploring tools we use to prepare foods
   a. Fixing ready-to-prepare foods
   b. Fixing raw foods
   c. Baking foods
   d. Cooking foods

Problem: Foods
Scope: Exploring Tools Related to Our Foods

## Sample Speaking Vocabulary

1. Exploring tools we use to drink and eat our foods

a. Feeding self
hands
spoon
fork
glass
cup
paper cup

b. Setting the table
table cloth
place mats
oil cloth
napkins (paper-cloth )
dish
plate
knife-fork-spoon
cup
saucer
bowl
glass

c. Helping self to foods
open
can opener
cans
lids
boxes
packages
sacks-bags
refrigerator
cupboard
pantry
shelf

2. Exploring tools we use to clean up

a. Clearing the table
food scraper
sponge
brush
dish cloth
broom

b. Taking care of the garbage
sack
garbage can
waste basket
garbage disposal
food scraper
scraps
shovel
paper

c. Doing dishes
sink
water
faucets
detergent
soap
scouring pad
cleanser
dish rack
dish rag - cloth
dish towel
sponge

3. Exploring tools we use to prepare foods

a. Fixing ready-to-serve foods
sauce pan
bowl
pie pan
spoon
cake pan
oven

b. Fixing raw foods
knife (paring )
peeler
beater
spoons
measuring spoons
spatula
colander
pans

c. Baking foods
foil
casserole
pie pan
cake pan
roasting pan
wire rack
oven
timer

d. Cooking foods
stove
sauce pans
1 qt., 2 qt., etc.
lids
stove dials

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem : SHELTERS AND NATURAL ENVIRONMENT
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR CLASSROOM, OUR HOMES, AND THEIR SURROUNDINGS

1. Exploring tools we use for living in our classroom and our homes
    a. Making the parts of our rooms attractive
    b. Holding people
    c. Holding other things
    d. Caring for personal needs

2. Exploring tools we use in adjusting to daily changes
    a. Controlling light
    b. Controlling temperature

3. Exploring tools we use in daily care of our homes
    a. Cleaning
    b. Protecting from pests
    c. Making repairs

4. Exploring tools we use in daily care of our surroundings
    a. Cleaning up outside
    b. Caring for living things
    (Do not include pets or animals and plants raised for food)

**Core II:** Shelters
Scope: Exploring Tools Related to Our Classroom, Our Homes, and their Surroundings

## Sample Speaking Vocabulary

### 1. Living in Classroom and Homes

- a. Covering Parts
  - carpet
  - linoleum
  - rugs
  - tile
  - paint
  - wallpaper
  - blinds
  - curtains
  - drapes
  - shades
  - other tools:
    - door mat
    - curtain rod
    - picture frame
- b. Holding People
  - bed
  - bench
  - chair
  - sofa
  - stool
  - and parts:
    - cushions
    - springs
- c. Holding Things
  - ash tray
  - bookcase
  - bulletin board
  - chalkboard
  - chest
  - desk
  - rack
  - table
  - vase
  - waste basket
- d. Personal Needs
  - bathtub
  - heater (water)
  - mirror
  - refrigerator
  - sink
  - stove (cooking)
  - toilet

### 2. Adjusting to Daily Changes Outdoors

- a. Light
  - electric motor
  - fuse box
  - lamp
  - cord
  - plug
  - shade
  - wall socket
  - wall switch
  - other tools:
    - awning
    - candles
    - electricity
    - extension cord
    - light bulb
- b. Temperature
  - air conditioner
  - fan
  - fuel tank
  - furnace
  - heater (space)
  - radiator
  - thermostat
  - vent
  - supplies:
    - coal
    - *electricity
    - fuel oil
    - gas
    - matches
    - wood
  - other tools:
    - fireplace screen
    - storm windows
    - thermometer
    - weather stripping

### 3. Caring for Classroom and Homes

- a. Cleaning
  - broom
  - brush (scrub)
  - carpet sweeper
  - cleanser
  - cloth
  - detergent
  - dust pan
  - floor waxer
  - mop (dry & wax)
  - pail
  - polish
  - soap powder
  - sponge
  - vaccum cleaner
  - washing machine
  - water
  - wax
- b. Protecting from Pests
  - bug spray
  - disinfectant
  - fly swatter
  - mouse trap
  - screen
    - -door
    - -window
- c. Repairing
  - brush (paint)
  - clamp
  - drill
  - file
  - hammer
  - ladder
  - needle
  - plane
  - pliers
  - rule
  - saw
  - screwdriver
  - sewing machine
  - shears
  - soldering iron
  - tool box
  - whetstone
  - workbench
  - wrench

### 4. Caring for Our Surrounding

- a. Cleaning up
  - basket
  - hose
  - outside spigot
  - rake
  - shovel
  - trash can
  - wheelbarrow
- b. Caring for Living Things
  - bird bath
  - bird feeder
  - bird house
  - clippers
  - dog house
  - fertilizer
  - hoe
  - lawn mower
  - power mower
  - spade
  - sprinkler
  - water

3c. continued

- supplies:
  - boards
  - electrical tape
  - kerosene
  - nails
  - plaster
  - fence
  - staples
  - putty
  - sandpaper
  - screws
  - thread
  - turpentine
  - varnish
  - glue
  - washers
  - wire

## Sample Pattern of Content Development

Problem: COMMUNICATIONS
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR COMMUNICATIONS

1. Exploring tools we use to send and receive communications
   a. Looking at and watching communications
   b. Listening to communications
   c. Speaking
   d. Writing and/or reading

2. Exploring tools we use to prepare communications
   a. Preparing our material and supplies
   b. Preparing our furniture
   c. Preparing our instruments

3. Exploring tools we use in cleaning up
   a. Putting away
      (1) Putting away tools
      (2) Putting away messages
   b. Disposing of communications

Problem: Communications
Scope: Exploring Tools Related to Our Communications

## Sample Speaking Vocabulary

1. Exploring tools we use to send and receive communications
   - a. Looking at and watching communications
     - chair
     - sofa
     - screen
     - television
     - ticket
     - pillow
     - floor
   - b. Listening to communications
     - telephone
     - short wave
     - radio
     - dials
     - pews
     - chairs
     - mouth piece
     - transistor
     - receiver
     - tables
     - desks
   - c. Speaking
     - voice
     - telephone
     - loudspeaker
     - public address system
     - mouth
   - d. Writing and/or reading
     - books
     - stationery
     - note paper
     - note book
     - letter
     - envelope
     - stamp
     - pencil
     - pen
     - ink
     - ballpoint
     - blotter
     - pages
     - sheets

2. Exploring tools we use to prepare communications
   - a. Preparing our material and supplies
     - paper
     - pencil
     - crayons
   - b. Preparing our furniture
   - c. Preparing our instruments

3. Exploring tools we use in cleaning up
   - a. Putting away
     - (1) Putting away tools
       - shelves
       - storage
       - boxes
       - toy boxes
     - (2) Putting away Messages
       - file
       - folder
       - personal
   - b. Disposing of Communications

# DESIGN FOR DAILY LIVING: Curriculum Development

## Sample Pattern of Content Development

Problem: TRANSPORTATION CARRIERS
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR TRANSPORTATION CARRIERS

1. Exploring tools we use to transport ourselves
   a. Going in and out of rooms and buildings
   b. Going from one level to another
   c. Crossing streets

2. Exploring tools we use to carry things
   a. Carrying things in and on parts of our clothes
   b. Carrying things on our bodies
   c. Carrying things in hand-carried containers
   d. Carrying things in and on vehicles

3. Exploring tools we use to care for vehicles at home
   a. Cleaning and washing family vehicles
   b. Repairing family vehicles
   c. Storing family vehicles

Problem: Transportation
Scope: Exploring Tools Related to Our Transportation Carriers

## Sample Speaking Vocabulary

### 1. Exploring tools we use to transport ourselves

a. Going in and out of buildings
legs
shoes
porches
street
feet
sidewalk
doors
ground
garage doors
automatic doors

b. Going from one level to another
steps
escalator
moving
elevator
automatic

c. Crossing streets
corner
traffic
street light
caution lights
stop signs

### 2. Exploring tools we use to carry things

a. Carrying things in and on parts of our clothes
pockets
arms
bags
boxes
suitcases

b. Carrying things on our bodies
weight
wrist watch
ring
glasses

c. Carrying things in hand carried containers
pails
milk
sack
paint
buckets
basket
milk cartons

d. Carrying things in and on vehicles
groceries
top carriers
cars
road
avenue
boulevard
bicycle basket
bicycle carrier
people
boxes
trunk
street
lane

### 3. Exploring tools we use to care for vehicles at home

a. Cleaning and washing family vehicles
hose
nozzle
brush
cloth
vacuum
whisk broom
polish
soap
scouring pad
window cleaner
spray

b. Repairing family vehicles
tire
grease
lugs
tire pump
paint
jack
hub cap
service station

c. Storing family vehicles
garage
car port
shed
"lean to"
driveway

## Sample Pattern of Content Development

**Problem:** CLOTHES
**Core II:** Exploring Tools Around Us

**Scope:** EXPLORING TOOLS RELATED TO OUR CLOTHES

1. Exploring tools we use to dress and undress ourselves
    a. Undressing self
    b. Dressing self

2. Exploring tools we use to take care of our clothes
    a. Hanging up clothes
    b. Putting clothes in containers

3. Exploring tools we use to get our clothes ready to wear
    a. Washing
    b. Ironing
    c. Mending
    d. Brushing clothes
    e. Polishing shoes

Problem: Clothes
Scope: Exploring Tools Related to Our Clothes

## Sample Speaking Vocabulary

1. Exploring tools we use to dress and undress ourselves
    - a. Undressing self
        - clothes to remove
        - jewelry
        - buttons
        - snaps
        - zippers
        - list articles of clothing
    - b. Dressing self
        - clothes to put on

2. Exploring tools we use to take care of our clothes
    - a. Hanging up clothes
        - clothes hangers
        - closet
        - rack
        - rod
        - nail
        - clothes hook
    - b. Putting clothes in containers
        - clothes hamper
        - storage box
        - cedar chest
        - plastic bag
        - shoe boxes
        - hat boxes
        - moth balls
        - roach pills
        - spray
        - spray can
        - trunk
        - suitcase
        - foot locker

3. Exploring tools we use to get our clothes ready to wear
    - a. Washing
        - washing machine
        - detergent
        - soap
        - faucet
        - tub
        - sink
        - clothes line
        - clothes pins
        - drier
    - b. Ironing
        - board
        - iron
        - steam
        - dry
        - spray
    - c. Mending
        - needle
        - thread
        - pin
        - scissors
    - d. Brushing clothes
        - clothes brush
        - lint remover
        - spot remover
    - e. Polishing shoes
        - shoe polish
        - brush
        - container
        - polish rags

## Sample Pattern of Content Development

Problem: NON-OCCUPATIONAL ACTIVITIES
Core II: Exploring Tools Around Us

Scope: EXPLORING TOOLS RELATED TO OUR NON-OCCUPATIONAL ACTIVITIES

1. Exploring tools we use to care for living things
    a. Looking after house plants
    b. Looking after flower garden
    c. Housing and feeding pets
    d. Training pets

2. Exploring tools we use to make things out of materials
    a. Making pictures
    b. Making toys
    c. Making models
    d. Making collections

3. Exploring tools we use to do things with other people
    a. Attending meetings
    b. Playing games
    c. Going places

4. Exploring tools we use to be entertained
    a. Looking at books
    b. Listening to music
    c. Listening to radio and stories
    d. Watching people play games
    e. Watching T.V. and films

Problem: Non-Occupational Activities
Scope: Exploring Tools Related to Our Non-occupational Activities

## Sample Speaking Vocabulary

| 1. Exploring tools we use to care for living things | 2. Exploring tools we use to make things out of materials | 3. Exploring tools we use to do things with other people | 4. Exploring tools we use to be entertained |
|---|---|---|---|
| a. Looking after house plants<br>watering can<br>fertilizer<br>peat<br>container<br>vase<br>bowl | a. Making pictures<br>paper<br>magazines<br>color book<br>scissors<br>crayons<br>paste<br>glue<br>water paints<br>finger paints<br>brush | a. Attending meetings<br>seats<br>pews<br>tickets<br>paper cups<br>pop corn | a. Looking at books<br>chair<br>sofa<br>book<br>magazine |
| b. Looking after flower garden<br>rake<br>hoe<br>sprinkler<br>weeder<br>fertilizer<br>nozzle<br>trowel<br>gloves | b. Making toys<br>boxes<br>brads<br>stapler<br>staples<br>glue<br>cardboard<br>plastic materials | b. Playing games<br>croquet mallet<br>croquet balls<br>bat<br>balls (various types and sizes)<br>score pad<br>pencil | b. Listening to music<br>piano<br>organ<br>musical instruments |
| c. Housing and feeding pets<br>paper<br>cage<br>dog house<br>basket<br>feeding dishes<br>seeds<br>food<br>fish bowl | c. Making models<br>parts<br>pieces<br>airplanes<br>airplane glue<br>model cars<br>plastic cars | c. Going places<br>car<br>bus<br>picnic basket<br>bathing suit<br>umbrella<br>towel<br>blanket | c. Listening to radio and stories |
| d. Training pets<br>collar<br>leash<br>dog bones<br>dog candy<br>bells<br>mat<br>cage<br>basket | d. Making collections<br>shells<br>butterflies | | d. Watching people play games |
| | | | e. Watching TV and films |

Design for Daily Living **SAMPLE PATTERN** *

Problem: Foods

Core: Two

Scope: Exploring Tools Related to Our Daily Foods

## CONTENT CHARTS

Center of Interest: Exploring Tools We Use to Drink and Eat Our Foods
Focus of Day's discussion: Tools We Use for Feeding Ourselves

### Tools for Feeding Ourselves

We use our hands to eat some foods.
We use spoons and forks to eat other foods.
Plates and bowls hold many foods we eat.
Cups and glasses hold foods we drink.
We use knives to spread things on bread.
Knives are tools for cutting some foods.
We use napkins to wipe our mouths.

Center of Interest: Exploring Tools We Use to Clean Up
Focus of Day's Discussion: Tools We Use for Doing Dishes

### Tools for Doing Dishes

A dish pan is used to hold dirty dishes.
Some people use a sink for a dish pan.
A dish cloth is used to wash dishes clean.
Some people use a sponge to wash dishes clean.
Hot soapy water is used to wash dirty dishes.
Hot water is used to rinse dishes, too.
A dish towel is used to wipe dishes dry.

Center of Interest: Exploring Tools We Use to Prepare Our Foods
Focus of Day's Discussion: Tools We Use for Baking Foods

### Tools for Baking Foods

Some foods are baked before we eat them.
Ovens in stoves are used to bake foods.
Some foods are put in pans to bake.
Racks inside ovens hold the pans to bake.
The heat in a hot oven bakes food.
Closed oven doors keep heat in hot ovens.
Holders are used to take out hot pans.

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*To be developed through oral language experiences for each Center of Interest.

# DESIGN FOR DAILY LIVING

## CORE III

## PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Primary Class

### Core III: DAILY ACTIVITIES WITH FAMILY AND CLASSMATES

Class Dimensions

| | |
|---|---|
| I.Q. | 56 to 80 |
| C.A. | 8-0 to 9-6 |
| M.A. | 4-6 to 7-7 |
| I.G.P. | K to 2.6 |

Individual inventory of cumulative concepts, vocabulary and skills acquired through pupils experiences in daily living and—as needed—review of previous content related to problem

Recognition of names of kinds of common items related to the persisting problem (see Figures 4-II, Developmental Organization of Content, Primary Range.)

Classification by kind of common items related to the persisting problem

Discrimination of likenesses and differences among daily activities related to the persisting problem within the pupils' experiences

Recognition of names of daily activities related to the persisting problem

Association of kinds of common items with daily activities related to problem

Generalization from kinds of common items to persisting problem

Generalization from daily activities to persisting problem

Perception of sequence of tasks in daily activities related to the problem

Perception through sensory-motor experiences of common tasks encountered in daily activities related to the problem within pupils' experiences

Discrimination of likenesses and differences among common tasks in daily activities related to the problem through sensory-motor experiences with common items and related tools

Recognition of names of common tasks related to the daily activities

Association of common tasks in daily activities related to the problem with common items and related tools

Association of common tasks in daily activities related to the problem with their names

Generalization from common tasks to persisting problem

## Sample Pattern of Content Development

Problem: PEOPLE
Core III: Daily Living With Family and Classmates

Scope: RELATIONSHIPS IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of relationships
    a. Family relationship
    b. School relationship
    c. Social relationship
    d. National relationship

2. Daily situations related to peoples
    a. Time to ourselves
    b. Time for our families
    c. Time with friends in school

3. Workers and tasks
    a. Getting to know people
    b. Getting along with people

4. Conduct in situations
    a. Personal conduct
        (1) Skills in relating to people
        (2) Mental Health
    b. Social conduct
        (1) Cooperation
        (2) Consideration

Problem: People
Scope: Daily Living with Family and Classmates

## Sample Speaking Vocabulary

| Kinds of Relationship | Daily Situations Related to People | Workers and Tasks | Conduct in Situations |
|---|---|---|---|
| family | work | meeting | politeness |
| mother | play | greeting | courtesy |
| father | rest | attitude | kindness |
| sister | leisure time | feelings | compliment |
| brother | dinner time | | friendliness |
| grandmother | study | | cooperation |
| grandfather | bed time | | consideration |
| aunt | | | respect |
| uncle | | | |
| cousin | | | |
| friend | | | |
| classmate | | | |
| "buddy" | | | |
| acquaintance | | | |
| enemy | | | |
| like | | | |
| love | | | |
| dislike | | | |
| hate | | | |
| self | | | |
| child | | | |
| pupil | | | |
| student | | | |
| teacher | | | |
| half-brother | | | |
| half-sister | | | |
| step-parent | | | |

## Sample Pattern of Content Development

Problem: BODY CARES
Core III: Daily Living with Family and Classmates

Scope BODY CARES IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of Body Cares
    - a. Health Practices
    - b. Safety Practices
    - c. Grooming
    - d. First Aid
    - e. Medical Care

2. Situations Related to Daily Body Cares
    - a. Our Daily Health Routines
    - b. Our Daily Safety Routines
    - c. Our Daily Grooming Routines
    - d. Our Medical Routines

3. Workers and Tasks in Daily Body Cares at Home
    - a. Keeping Our Bodies Healthy
    - b. Protecting Our Bodies
    - c. Making Our Bodies Attractive
    - d. Visiting Doctors and Dentists

4. Conduct in Situations with Daily Body Cares
    - a. Personal Conduct
        - (1) Skills in Daily Body Cares
        - (2) Physical Fitness
    - b. Social Conduct
        - (1) Cooperation
        - (2) Consideration

Problem: Body Cares
Scope: Body Cares in Daily Living with Family and Classmates

## Sample Speaking Vocabulary

| 1. Kinds of Body Cares | 2. Situations related to daily body cares | 3. Workers and tasks in daily body cares at home | 4: Conduct in situations with daily body cares |
|---|---|---|---|
| a. Health Practices<br>precaution<br>rest<br>exercies | a. Our daily health routines<br>washing hands<br>bathing<br>elimination<br>brushing teeth<br>sharing toothpaste<br>paper towels<br>meal time | a. Keeping our body healthy | a. Personal conduct<br>(1) Skills in DBC<br>(2) Preparing self for something new (going to the dentist, etc.)<br>(3) Physical fitness |
| b. Safety practices<br>rules<br>follow<br>laws | b. Our daily safety routines<br>school crossings<br>street crossings<br>obeying signs<br>stop<br>look each way<br>getting on and off school bus<br>standing in lines<br>fire drills | b. Protecting our bodies<br>policemen<br>patrol boys<br>cafeteria helpers | b. Social conduct<br>(1) cooperation<br>taking turns<br>(2) consideration<br>don't pick nose<br>use handkerchief<br>blow nose |
| c. Grooming<br>cleanliness | c. Our daily grooming routines<br>brushing teeth<br>combing hair<br>brushing hair<br>cleaning finger nails | c. Making our bodies attractive<br>beauticians<br>barbers | |
| d. First Aid<br>bandages<br>help<br>survive | d. Our medical routines<br>taking vitamins<br>check-up | d. Visiting doctors and dentists<br>making appointment<br>keeping appointment<br>taking shots<br>receptionist<br>nurse<br>doctor<br>dentist<br>prescribing | |
| e. Medical care<br>medicine<br>thermometer<br>temperature<br>appointment<br>clinic<br>office<br>medical<br>dental | | | |

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

**Problem :** FOODS
**Core III:** Daily Living with Family and Classmates

**Scope:** FOODS IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of food
    a. Foods from plants
        (1) Fruits
        (2) Vegetables
        (3) Grain Products
        (4) Seasonings
            a. Salt, being an exception, will need to be discussed as a mineral found in land and water.
    b. Foods from animal
        (1) Milk products
        (2) Other animal foods
            a. Eggs
            b. Poultry
            c. Meat
            d. fish

2. Situations related to daily foods
    a. Morning meal
    b. Noon meal
    c. Evening meal
    d. Between meals
    e. Special events

3. Workers and tasks with daily foods
    a. Planning and shopping
    b. Preparing meals
    c. Serving and eating
    d. Clearing up

4. Conduct in daily situations related to foods
    a. Personal conduct
        (1) Eating skills
        (2) Diet
    b. Social conduct
        (1) Cooperation with others
        (2) Consideration

**Problem:** Foods
**Scope:** Foods in Daily Living with Family and Classmates

## Sample Speaking Vocabulary

| Kinds of Food | Situations Related To Daily Foods | Workers, Tasks With Daily Foods | Conduct in Daily Situations Related To Foods |
|---|---|---|---|
| fruit | breakfast | shop | eating skills |
| citrus | lunch | plan | manners |
| vegetables | supper | prepare | balanced diet |
| grain | dinner | cook | cooperation |
| seasoning | snack | baker | consideration |
| salt | banquet | set table | cleanliness |
| meats | covered dishes | wash dishes | |
| dairy products | | empty trash | |
| dessert | | disposal | |
| | | broil | |
| | | bake | |
| | | fry | |
| | | slice | |
| | | refrigerate | |
| | | wash | |

Design for Daily Living
Problem: Foods
Core: Three
Scope: Foods in Daily Living with Family and Classmates

Center of Interest : Conduct in Daily Situations Related to Foods

## EXAMPLES OF CONCEPTS TO BE DEVELOPED

A. Personal conduct
  1. Eating skills
    a. Accepting container of food
    b. Handling a glass
    c. Breaking large pieces
    d. Handling spoon and fork
    e. Taking small bites
    f. Chewing with mouth closed
    g. Chewing food well
    h. Passing container of food
    i. Spreading with a knife

  2. Diet
    a. Over-eating
    b. Under-eating
    c. Eating some of each kind of food daily
    d. Eating too many sweets
    e. Washing down foods

B. Social Conduct
  1. Cooperation with others
    a. Being on time to eat / coming when called
    b. Doing assigned tasks promptly and efficiently
    c. Helping with unassigned or unanticipated work where one can
    d. Limiting helpings to reasonable share of food
    e. Passing food when asked
    f. Selecting time, topics, and responses in terms of conversation as part of group

  2. Consideration of others
    a. Coming clean and groomed appropriately for eating situation
    b. Helping to seat females
    c. Saying grace
    d. Waiting for hostess before starting to eat
    e. Serving guests, elders, and females before self
    f. Saying "please" when asking for food
    g. Saying "thank you" when receiving food
    h. Trying new foods
    i. Handling dislike of specific food without drawing attention to self
    j. Selecting proper tools to use
    k. Handling tools appropriately
    l. Biting, chewing, sipping foods quietly
    m. Emptying mouth before talking
    n. Thanking person who prepared food
    o. Asking to be excused when leaving eating situation

Design for Daily Living
Problem: Foods
Core: Three

SAMPLE PATTERN*

Scope: Foods in Daily Living with Family and Classmates

## CONTENT CHARTS

Center of Interest: Kinds of Foods

### Kinds of Foods We Eat

There are many kinds of foods.
Some foods we eat come from plants.
Fruits and vegetables are plant foods.
Cereals and other grain products come from plants, too.
Some foods we eat come from animals.
Milk and milk products come from animals.
There are other kinds of animal foods.
Eggs, poultry, meat, and fish are animal foods.

Center of Interest: Kinds of Foods
Focus of Day's Discussion: Kinds of Fruits

### Kinds of Fruits We Eat

We eat many kinds of fruits.
Melons and nuts are two kinds of fruits.
Citrus fruits are another kind.
Oranges and lemons are citrus fruits.
Grapefruits and pineapples are citrus fruits, too.
Another kind of fruit is berries.
Strawberries and currants are berries.
Grapes and bananas are other berries we eat, too.

Center of Interest: Conduct in Situations with Foods
Focus of Day's Discussion: Social Conduct—Cooperation with Others

### Cooperating at Meal Time

The persons in a family cooperate when they eat together.
Each one comes when he is called.
Every one does his own job on time.
Each one helps with any other jobs he can do.
The family shares the food on the table.
When anyone is asked to pass food, he does.
While the family eats, each person tells about his day.
The others listen and ask questions.

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*To be developed through oral language experiences for each Center of Interest.

## Sample Pattern of Content Development

| | |
|---|---|
| Problem: | SHELTERS AND NATURAL ENVIRONMENT |
| Core III: | Daily Living with Family and Classmates |
| Scope: | OUR CLASSROOM, OUR HOMES, AND THEIR SURROUNDINGS IN DAILY LIVING WITH CLASSMATES AND FAMILY |

1. Daily activities related to our classroom and its surroundings
   a. Arranging and decorating our classroom
   b. Keeping our classroom in order
   c. Adjusting to daily changes
   d. Caring for living things
   e. Cleaning

2. Our homes and their surroundings
   a. Kinds of homes
   b. Kinds of materials used to build our homes
   c. Ways homes are alike and different
   d. Descriptions of our homes
   e. Locations of our homse

3. Situations in our homes and their surroundings
   a. Kinds and uses of rooms and other space
   b. Kinds and uses of furnishings
   c. Kinds and uses of furniture: location by function of room or other space
   d. Kinds and uses of fixtures and appliances

4. Daily activities related to our homes and their surroundings
   a. Maintaining orderly appearance
   b. Adjusting to daily changes in our surroundings
   c. Cleaning
   d. Making repairs
   e. Adjusting to seasonal changes in our surroundings

5. Conduct in situations related to our homes and their surroundings
   a. Personal conduct
      (1) Skills in doing classroom and household chores
      (2) Responsibility for property
   b. Social Conduct
      (1) Cooperation with others
      (2) Consideration of others

Problem: Shelters and Natural Environment
Scope: Our Classroom, our Homes, and their Surroundings in Daily Living with Classmates and Family

## Sample Speaking Vocabulary

### 1. Daily activities related to our classroom and its surroundings

a. Arranging and decorating our classrooms
bulletin boards
seasons windows
light air
color space
flowers bright
pictures posters
music center
reading center
game center

b. Keeping our classroom in order
waste pape -waste basket
arranging desks
sweeping dusting
washing black boards
dusting erasers

c. Adjusting to daily changes
chairs, tables, desks, rearranged
equipment moved
desk out of place
visitors
daily news changes
date changes

d. Caring for living things
feeding fish
watering plants
feeding-watering hamster
changing and cleaning cages
changing water

e. Cleaning
washing windows
painting

### 2. Our homes and their surroundings

a. Kinds of homes
apartments duplex
one story two story
tri-level split level
single family
mobile home

b. Kinds of materials used to build our homes
chingles brick
block tar paper
steel cement
frame house

c. Ways homes are alike and different
large small
project look alike
attractive lawns
weeds junk
apartment house
color materials
car port garage
large lot small lot
city country

d. Description of our homes
number of rooms
number of baths
red brick
white paint

e. Locations of our homes
county city
suburb rural
hill near water
section of city or county

### 3. Situations in our homes and their surroundings

a. Kinds and uses of rooms and their surroundings
kitchen-eating-cooking
dining room-eating
living room - bed room
family room laundry rm.
bath-pantry-closet-
walk-in closet patio
garage - car port

b. Kinds and uses of furnishings
rugs-draperies-pictures
curtains-carpet-linens
bed linen-table linen
lamps

c. Kind and uses of furniture
chair table
bed cabinet
sofa piano
piano bench coffee table
night table end table
dresser cedar chest
desk card table
hi-fi - radio - TV

d. Location by function of room or other space
kitchen table - chairs
dining room table-chairs
living room sofa-end table

e. Kinds and uses of fixtures and appliances
toaster toast bread
mix master - mixes food-cake
vacuum - sweets - dusts
blender iron

Problem: Shelters and Natural Environment
Core III

## Sample Speaking Vocabulary (continued)

### 4. Daily Activities Related to Our Homes and their Surroundings

a. Maintaining Orderly Appearance

- straighten
- pick-up
- mowing lawn
- attractive
- livable
- weeding
- organized
- bedmaking
- dishes
- washing clothes
- vacuuming

b. Adjusting to Daily Changes in our Surroundings

c. Cleaning

d. Making repairs

e. Adjusting to seasonal changes in our surroundings

### 5. Conduct in Situations Related to Home and their Surroundings

a. Personal Conduct
  (1) skills in doing classroom and household chores
    - willingly
    - taking turns
    - sharing duties
    - working quietly
  (2) Responsibility for property

b. Social Conduct
  (1) Cooperation of others

  (2) Consideration of others

Core III

Scope: Our classroom, our homes and their surroundings in daily living with classmates and family

## Sample Speaking Vocabulary

1. Daily Activities related to our classroom and its surroundings
   - a. Arranging and Decorating
     - desks-tables
     - chairs-picture
     - flower pots, planters, vases
     - books
       - reading corner
     - boards
       - bulletin
       - blackboard
   - b. Keeping our classroom neat
     - clean-orderly
     - cigar box
     - tote tray
     - waste paper
     - chalk dust
     - straighten
     - pick up
   - c. Adjusting to daily changes
     - guests
     - fire drill
     - changing seats
     - reading groups
     - rest period
     - announcements
     - music
     - interruptions
   - d. Caring for living things
     - plants
     - flowers
     - plant food
       - water-soil
     - pets
       - daily food
   - e. Cleaning
     - duties
     - mopping
     - sweeping
2. Our Homes and their Surroundings
   - a. Kinds of houses
     - apartment
     - duplex
     - mobile
     - single
       - one story
       - two story
       - downstairs
       - upstairs
       - first floor
       - second floor
       - many stories
   - b. Bldg. materials
     - aluminum
     - glass-wood
     - cement block
   - c. Alike-different
     - colors, sizes
     - materials
     - kinds
     - appearance
       - outside
       - surroundings
       - well-kept
       - age; new-old
   - d. Description
     - same items as under "c"
   - e. Location
     - house number
     - street side
     - east-west
     - north-south
     - name of street
     - name of city
3. Situations in Home and Surroundings
   - a. Uses of space
     - doing laundry
     - eating
     - grooming
     - growing things
     - making repairs
     - playing
     - preparing food
     - relaxing
     - sleeping
     - storing things
   - b. Furnishings
     - to cover
     - to decorate
   - c. Furniture
     - to hold people
     - to hold things
   - d. Fixtures and Appliances to provide:
     - heat
     - light
     - power
     - sound
     - water
4. Daily Activities with Homes and Surroundings
   - a. Orderly appearance
     - emptying
     - picking up
     - putting away
     - straightening
   - b. Daily changes
     - closing-opening
     - regulating
     - turning off-on
   - c. Cleaning
     - dusting
     - mopping
       - dry-wet
     - polishing
     - scrubing
     - shaking
     - sponging off
     - sweeping
     - vacuuming
     - washing
       - (not clothes)
     - waxing
     - wiping up
   - d. Repairing
     - fixing
     - mending
     - patching
   - e. Seasonal changes
     - covering
     - feeding
     - mowing
     - putting on
     - taking off
     - raking
     - shoveling
     - spraying
     - trimming
     - watering

## Sample Pattern of Content Development

**Problem:** COMMUNICATIONS
**Core III:** Daily Living with Family and Classmates

**Scope:** COMMUNICATIONS IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of communications
    a. Motor behaviors
        (1) Gestures
        (2) Facial expressions
    b. Sensory behaviors
        (1) Sights
        (2) Sounds
    c. Symbol behaviors
        (1) Spoken language
        (2) Written language

2. Situations related to daily communications
    a. Face-to-face conversations
    b. Telephone calls
    c. Broadcasts
    d. Mail and newspaper deliveries

3. Workers and Tasks with daily communications
    a. Conveying and obtaining communications
    b. Preparing for communications
    c. Storing and disposing of communication
    d. Selecting sources of information

4. Conduct in daily situations related to communications
    a. Personal conduct
        (1) Communication skills
        (2) Information
    b. Social conduct
        (1) Consideration of others
        (2) Cooperation with others

Problem: Communications
Scope: Communications in Daily Living with Family and Classmates

## Sample Speaking Vocabulary

1. Kinds of communications
   - a. Motor behaviors
     - waving
     - facial contortion
     - gesture
     - smiling
     - frowning
     - shaking head
     - stomping foot
     - wink
     - wrinkle nose
     - throw a kiss
   - b. Sensory behaviors
     - color
     - pictures
     - television
     - radio
   - c. Symbol behaviors
     - verbal
     - oral
     - conversation
     - talk
     - speech
     - lecture
     - sermon
     - message
     - receive
     - books
     - magazine
     - newspaper
     - memorandum
     - letter
     - telegram

2. Situations related to daily communications
   - a. Face-to-face conversation
     - conversation
     - direct
     - explain
     - relate
     - share
     - tell
     - introduce
     - farewell
     - reply
     - inform
   - b. Telephone calls
     - telephone book
     - finding a number
     - dial
     - place a call
     - busy signal
     - answer
     - take a message
     - long distance call
     - dial tone
     - information
     - operator
   - c. Broadcasts
     - receive
     - program
     - tune
   - d. Mail and newspaper deliveries
     - postman
     - paper boy
     - letters to be sent air mail
     - collect
     - subscription
     - daily
     - weekly
     - monthly
     - special delivery
     - registered mail

3. Workers and tasks with daily communications
   - a. Conveying and obtaining communications
     - message
     - correct
     - reading
     - greetings
     - farewells
     - giving directions
     - asking for directions
     - listening
   - b. Preparing for communications
     - pencil
     - notebook paper
     - desk
     - table
     - stationery
     - envelope
     - telegram
     - practice
     - rehearse
   - c. Storing and disposing
     - desk
     - drawer
     - cigar boxes
     - shelves
     - book case
     - waste basket
     - book rack
     - book ends
     - magazine rack
     - paper drives
     - cupboards
   - d. Selecting sources of information
     - books
     - television
     - radio
     - school
     - author
     - commentator
     - reporter
     - newspaper publisher

4. Conduct in daily situations related to communications
   - a. Personal conduct
     - speaking carefully
     - correct grammar
     - loud enough to be heard
     - look at person
     - be a good listener
     - keep a secret
   - b. Social conduct
     - speak one at a time
     - speak when spoken to
     - let others share in conversation
     - keep voices modulated

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern for Development

**Problem:** TRANSPORTATION
**Core III:** Daily Living with Family and Classmates

**Scope:** TRANSPORTATION CARRIERS IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of transportation
    a. Land Carriers
        (1) In Buildings
        (2) On Sidewalks
        (3) On Streets and Roads
        (4) On Tracks and Rails
    b. Water Carriers
        (1) On and In Water
        (2) Underwater
    c. Sky Carriers
        (1) In Air
        (2) In Space

2. Daily Transportation Situations
    a. Going or Carrying Things to Places within Home and Yard
    b. Going or Carrying Things to and from School
    c. Going or Carrying Things to Places within School Buildings and Grounds
    d. Going or Carrying Things with Parents to and from Other Places

3. Workers and Tasks with and as Daily Transportation Carriers
    a. Transporting Ourselves
    b. Carrying Things
    c. Caring for Vehicles at Home
    d. Getting to and from School by School Bus

4. Conduct in Daily Transportation Situations
    a. Personal Conduct
        (1) Skills in Transportation
            (a) Walking
            (b) Carrying Things
            (c) Riding as a Passenger
        (2) Lawful Practices
        (3) Other Safe Practices
    b. Social Conduct
        (1) Cooperation with Others
        (2) Consideration of Others

Problem: Transportation
Scope: Transportation Carriers in Daily Living with Family and Classmates

## Sample Speaking Vocabulary

**1. Kinds of transportation**

- a. Land carriers
  - (1) in buildings
    - elevator
    - escalator
    - stairway
  - (2) on sidewalks
    - bicycle
    - wagons
    - walking
  - (3) on streets and roads
    - freight
    - passenger
    - tank trucks
    - caboose
    - engine
    - deisel
    - flatcars
- b. Water carriers
  - (1) on and in water
    - boats
    - surfboard
    - tug boats
    - floats
  - (2) underwater
    - submarines
- c. Sky carriers
  - (1) in air
    - airplane
    - jet
    - airport runways
  - (2) in space
    - rockets
    - missles
    - launch
    - launching pads

**2. Daily Transportation situations**

- a. Going or carrying things to places within homes and yard
  - carrying trash
  - carrying garbage
  - wheel barrow
  - leaf rake
  - delivering
  - containers
- b. Going or carrying to and from school buildings and grounds
  - lunch box
  - thermos
  - cigar boxes
  - bicycle
  - school bus
- c. Going or carrying things to places within school buildings and grounds
  - messengers
  - notes
  - walking
- d. Going or carrying things with parents to and from other places
  - family car
  - trailer
  - U-haul-it
  - bicycle basket
  - bicycle carrier
  - grocery cart
  - boat trailer

**3. Workers and tasks with and as daily transportation carriers**

- a. Transporting ourselves
  - walking
  - bicycle
  - skates
- b. Carrying things
  - boxes
  - bags
  - baskets
  - arms
- c. Caring for vehicles at home
  - washing car
  - cleaning bike
  - oiling bike
  - sweeping car
- d. Getting to and from school by bus
  - walking to bus stop
  - walking facing traffic
  - getting on bus
  - getting off bus
  - waiting turn in line

**4. Conduct in daily transportation situations**

- a. Personal conduct
  - walking slowly
  - walking on designated walks, paths or routes
  - school lunch
  - school books
  - carrying notes and bulletins home
  - riding quietly
  - sitting in one place
  - thanking driver
  - getting into car on correct side
  - opening door on curb side
  - hands on door handles when closing doors
  - noticing where other hands are
- b. Social conduct
  - walking in line
  - conversing quietly
  - taking turn

## Sample Pattern of Content Development

Problem: CLOTHES
Core III: Daily Living with Family and Classmates

Scope: CLOTHES IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of clothes
    a. Outer clothes
    b. Underclothes
    c. Head and neck wear
    d. Foot and leg wear
    e. Hand and arm wear
    f. Waist wear

2. Situations related to daily clothes
    a. Clothes for daily activities
        (1) Attending school
        (2) Working
        (3) Playing
        (4) Sleeping
    b. Clothes for special occasions
    c. Clothes and daily environment
        (1) Weather
        (2) Seasons

3. Workers and tasks with daily clothes
    a. Dressing and undressing
    b. Taking care of our clothes
    c. Getting our clothes ready to wear
    d. Planning and choosing what clothes to wear

4. Conduct in daily situations related to clothes
    a. Personal conduct
        (1) Dressing and undressing skills
        (2) Personal health and clothes
    b. Social conduct
        (1) Cooperation with others
        (2) Consideration of others

Problem: Clothes
Scope: Clothes in Daily Living with Family and Classmates

## Sample Speaking Vocabulary

(See General Clothes Vocabulary)

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1. Kinds of clothes
   - a. Outer clothes
   - b. Under clothes
   - c. Head and neck wear
   - d. Hand and arm
   - e. Foot and leg
   - f. Waist wear

2. Situations related to daily clothes
   - a. Clothes for daily activities
     - (1) Attending school
       - school clothes
       - skirts socks
       - blouses shoes
       - slacks shirt
       - dresses sneakers
     - (2) Working
       - old clothes
       - blue jeans
     - (3) Playing
       - pedal pushers
       - shorts
       - bermudas
       - slim-jims
     - (4) Sleeping
       - pajamas
       - nightie
       - night gown
       - night "P.J.'s"
   - b. Clothes for special occasions
     - hat party
     - tie Easter
     - Sunday clothes
   - c. Clothes and daily environment
     - (1) weather accessories: Protection
       - umbrella
       - boots
       - rain coat
       - rain hood
       - plastic scarf
     - (2) Seasons
       - winter coat
       - "parka"
       - jacket

3. Workers and tasks with daily clothes
   - a. Dressing and undressing
   - b. Taking care of our clothes
   - c. Getting our clothes ready to wear
   - d. Planning and choosing what clothes to wear

4. Conduct in daily situations related to clothes
   - a. Personal conduct
     - (1) Dressing and undressing skills
     - (2) Personal health and clothes
   - b. Social conduct
     - (1) Cooperation with others
     - (2) Consideration of others

## Sample Pattern of Content Development

Problem: NON-OCCUPATIONAL ACTIVITIES
Core III: Daily Living with Family and Classmates

Scope: NON-OCCUPATIONAL ACTIVITIES IN DAILY LIVING WITH FAMILY AND CLASSMATES

1. Kinds of non-occupational activities in our daily living with family and classmates
    a. Watching and actively participating in classroom
    b. Participating in family leisure
    c. Attending commercial events as spectator with family or classmates
    d. Attending church and other meetings with family

2. Situations related to daily leisure activities
    a. Games and hobbies at school
    b. Games and hobbies at home
    c. Quiet activities
    d. Picnics and other outings
    e. Going to the movies
    f. Going to church

3. Workers and Tasks with daily leisure activities
    a. Planning and purchasing
    b. Directing and leading
    c. Preparing and setting up equipment

4. Conduct in situations related to our family and classmates
    a. Personal
        (1) Skills in participating at school and at home
        (2) Responsibility and care for property and equipment
    b. Social
        (1) Cooperation with others
        (2) Consideration of others

Problem: Non-occupational Activities
Scope: Non-occupational Activities in Daily Living with Family and Classmates

## Sample Speaking Vocabulary

| 1. Kinds of Non-Occupational Activities in Daily Living with Family and classmates | 2. Situations related to daily leisure activities | 3. Workers and tasks with daily leisure activities | 4. Conduct in situations related to family and classmates |
|---|---|---|---|
| a. Classroom activity<br>active games<br>quiet games<br>out door games<br>classroom play<br>movies<br>pets | a. Games and hobbies at school<br>taking turns<br>choosing sides<br>being the leader | a. Planning and purchasing | a. Personal<br>(1) skills in participating at school and at home<br>(2) Responsibilities and care for property and equipment |
| b. Family leisure<br>games<br>outings<br>weekend trips<br>vacations<br>picnics<br>swimming<br>hobbies<br>fishing<br>boating | b. Games and hobbies at home | b. Directing and leading<br>city recreation<br>county recreation | b. Social<br>(1) Cooperation with others<br>(2) Consideration of others |
| c. Commercial events<br>baseball<br>football<br>movies<br>"Putt-Putt"<br>wrestling matches | c. Quiet activities | c. Selling tickets admission | |
| d. Public meetings<br>church<br>community events | d. Picnics and other outings<br>preparation<br>planning<br>recreation<br>camping | d. Preparing and setting up equipment | |
| | e. Going to movies<br>money<br>ticket<br>stub<br>change<br>refreshments | | |
| | f. Going to church | | |

## SUPPLEMTARY LIST

## COMMON ITEMS BY KIND AND BY SELECTED RELATED CONDITIONS

### SEX

**Females**
herself
she-her-hers

**Males**
he-him-his
himself

**Common to both**
self-selves
I-me-mine-my
ourselves
we-our-ours-us
**Other people**
anybody
anyone
everybody
everyone
folks
individual-s
nobody
no one
person-s
somebody
someone
themselves
they-their-
theirs-them
who-whom-whose
you-your-yours
yourself-selves

### AGE

**Females**
girl-s
lady-ies
Miss
woman-women

**Males**
boy-s
fellow-s
gentleman-men
man-men

**Common to both**
adolescent-s
adult-s
baby-ies
child-ren
grown-up-s
infant-s
kid-s
old-timer-s
teen-ager-s
youngster-s

### OTHER FAMILY RELATIONSHIPS:

**Females**
adopted daughter-s
foster daughter-s
foster sister-s
widow-s

**Males**
adopted son-s
foster brother-s
foster father-s
foster son-s
widower-s

**Common to both**
adopted children
foster child-ren
foster parent-s
guardian-s
orphan-s

### FAMILY RELATIONSHIPS:

**Females**
aunt-s
daughter-s
grandma
grandmother-s
ma
mama
mom
mother-s
nieces
sister-s

**Males**
brother-s
dad-s
daddy-ies
father-s
grandfather-s
grandpa
nephew-s
pa
papa
son-s
uncle-s

**Common to both**
ancestor-s
cousin-s
descendent-s
family-ies
fore-bearer-s
grand-child
grand-child-ren
grandparents
great-grandparent-s
great-great-grandparent-s
parent-s
off-spring
relative-s

### BY MARRIAGE:

**Females**
bride
daughter-in-law
mother-in-law
Mrs.
sister-in-law
wife-wives

**Males**
brother-in-law
father-in-law
groom
husband-s
son-in-law

**Common to both**
in-laws
married couple
mate-s
spouse

### BY REMARRIAGE:

**Females**
half-sister
stepdaughter
stepmother

**Males**
half brother
stepfather
stepson

**Common to both**
stepparent-s

# DESIGN FOR DAILY LIVING

## INTERMEDIATE RANGE

## CORES IV - VI

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

## PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

### Educable Range: Intermediate Class

### Core IV: SERVICES AND SALES IN NEIGHBORHOOD AND SCHOOL

Class Dimensions

| | |
|---|---|
| I.Q. | 56 to 80 |
| C.A. | 9-0 to 10-6 |
| M.A. | 5-0 to 8-4 |
| I.G.P. | 0.0 to 3.3 |

Individual inventory of cumulative concepts, vocabulary and skills; and--as needed--review of previous content related to problem

Perception through sensory-motor experiences of tasks and sequence of tasks in situations involving services and sales related to the persisting problem within pupils' experiences

Discrimination of likenesses and differences in situations involving services and sales through sensory-motor experiences with tasks and related tools

Recognition, and classification by kind, of situations involving services and sales related to the persisting problem.

Association of common tasks in familiar situations, related to the persisting problem, with persons performing the tasks

Association of these workers' responsibilities with their capabilities

Perception of conduct in performance of tasks

Discrimination of likenesses and differences between conducts in performance of tasks

Recognition of conduct appropriate to performances of tasks

Association of appropriate conduct with personal achievement and social acceptance

## DESIGN FOR DAILY LIVING: Curriculum Development

## Sample Pattern of Content Development

Problem: People
Core IV: Sales and Services in the Neighborhood and at School

Scope : SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL RELATED TO PEOPLE

1. Sales related to people who work in the neighborhood
    a. Neighborhood sales
        (1) Kinds of Sales
            (a) Grocery store
            (b) Drug store
            (c) Clothing store
            (d) Department store
            (e) Hardware store
            (f) Furniture and appliance store
            (g) Repair shops
            (h) Gift shops
            (i) Photography shops
        (2) Consumer roles
            (a) Locating, selecting, ordering, and accepting the sales
            (b) Conduct in making the purchase

2. Services related to people who work in the neighborhood
    a. Neighborhood services
        (1) Kinds of Services
            (a) Medical and dental
            (b) Laundry and cleaning
            (c) Sanitation
            (d) Protection
            (e) Transportation
            (f) Communication
            (g) Ministerial services
            (h) Recreation
            (i) Construction
            (j) Welfare
            (k) Grooming
            (l) Utilities
            (m) Financial
            (n) Insurance
            (o) Government agencies
            (p) Florist
        (2) Consumer roles (locating..; Conduct..)

3. Sales related to people who work in the school
    a. School sales
        (1) Kinds of sales
            (a) Cafeteria
            (b) Vending machines
            (c) School supplies
            (d) Entertainment
        (2) Consumer roles (locating..; Conduct..)

4. Services related to people who work in the school
    a. School services
        (1) Kinds of services
            (a) Administrative
            (b) Teaching
            (c) Secretarial
            (d) Custodial
            (e) Patrol boy services
            (f) Bus services
            (g) P.T.A. and Dad's Clubs
            (h) Cafeteria services
        (2) Consumer roles (locating..; Conduct..)

PROBLEM: People
SCOPE : Sales and Services in Neighborhood and at School Related to People.

## SAMPLE SPEAKING VOCABULARY

| 1. People in Sales in the neighborhood | 2. People who provide services in neighborhood | 3. People in Sales in School | 4. People who provide services in school |
|---|---|---|---|
| managers | doctor | manager | school clinic |
| grocers | nurse | waitresses | school nurse |
| cashiers | receptionist | maids | secretary |
| stock-boy | specialist | cooks | principal |
| butcher | secretary | owner | teachers |
| baker | dentist | collector | custodians |
| clerks | physician | serviceman | maids |
| employer | dietitian | officers | patrol boys |
| bag-boys | practical nurse | chairmen | visiting teachers |
| sales ladies | nurses' aid | carnival | librarians |
| salesmen | case worker | food | substitute teachers |
| repairmen | clinic | vending machines | |
| deliverymen | surgeon | | |
| truck drivers | ambulance drivers | | |
| druggists | laundress | | |
| pharmacists | tailor | | |
| expenditure | seamstress | | |
| salary | garbage collector | | |
| wage | street cleaner | (2)con't | |
| tax | minister | nun | |
| consideration | priest | machine operators | |
| cooperation | rabbi | contractors | |
| bills | policeman | carpenters | |
| checks | fireman | plumbers | |
| cash | elevator operator | electricians | |
| planning expenditures | bus- cab- driver | bricklayers | |
| | pilots | painters | |
| managing payments | barbers | | |
| self-control | repairman | beauticians | |
| discipline | engineers | bankers | |
| safety practices | paper boy | insurance agents | |
| rules - laws | telephone operator | military personnel | |
| appreciation | printers | mayor | |
| responsibility | announcer | waiters | |
| | ticket taker | waitress | |
| | conductor | cooks | |
| | coaches | host | |
| | ball players | hostess | |
| | professional | postman | |
| | non-professional | meter readers | |
| | amateur | messengers | |
| | entertainers | postal clerk | |
| | zoo keeper | truck drivers | |
| | | stewardess | |

Problem: People

Scope : Sales and Services in the Neighborhood and At School

| SUGGESTED ACTIVITIES | RELATED SKILLS | MATERIALS |
|---|---|---|
|  | Language |  |
|  | Arithmetic |  |

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: BODY CARES
Core IV: Sales and Services in the Neighborhood and at School

Scope: SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL RELATED TO BODY CARES AND SUPPLIES

1. Sales and services as related to first-aid and medical services in the neighborhood and at school
   - a. Medical and hospital services
     - (1) Kinds of services
       - (a) Medical care
       - (b) Dental care
       - (c) Optical care
       - (d) Nursing care
       - (e) Laboratory services
       - (f) Hospital and practical home nursing
       - (g) Convalescent and nursing home care
       - (h) School clinic services
     - (2) Worker - Tasks - Conduct
     - (3) Consumer roles
       - (a) Locating, selecting, ordering, and accepting the services
       - (b) Conduct involved in the use of the services

2. Sales and services as related to health and sanitation in the neighborhood and at school
   - a. Health and sanitation department services
     - (1) Kinds of services
       - (a) Welfare and medical services
       - (b) Chest X-Ray
       - (c) Food and water inspection
       - (d) Refuse collection
       - (e) Street cleaning
       - (f) Pest control
     - (2) Workers - Tasks - Conduct
     - (3) Consumer roles (locating..; Conduct..)
   - b. Commercial services
     - (1) Kinds of services
       - (a) Pest control
       - (b) Ambulance
       - (c) Drug supply
       - (d) Septic tank
     - (2) Workers - Tasks - Conduct
     - (3) Consumer roles (locating..; Conduct..)

3. Sales and services as related to physical fitness and grooming services in the neighborhood and at school
    a. Beauty shop and barber shop services
        (1) Kinds of services
            (a) Hair grooming services
            (b) Facial services
            (c) Manicuring services
        (2) Workers - Tasks - Conduct
        (3) Consumer roles (locating..; Conduct..)
    b. Physical fitness center services
        (1) Kinds of Services
            (a) Public recreation centers
            (b) Private recreation centers
            (c) Commerical recreational centers
        (2) Workers-Tasks-Conduct
        (3) Comsumer roles (locating..; Conduct..)
    c. Commercial services
        (1) Kinds of Services
            (a) Grooming supply
            (b) Athletic supply
        (2) Workers - Tasks - Conduct
        (3) Comsumer roles (locating..; Conduct..)

4. Sales and services as related to safety in the neighborhood an at school
    a. Fire Department services
        (1) Kinds of Services
            (a) Fire prevention and fire fighting
            (b) Emergency
            (c) School fire drills
        (2) Workers - Tasks - Conduct
        (3) Consumer roles (locating .; Conduct..)
    b. Police Department services
        (1) Kinds of services
            (a) Traffic control
            (b) Emergency
            (c) Personal and property protection
            (d) School patrol boy services
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)

Problem: Body Cares
Scope : Sales and Services in Neighborhood and at School Related to Body Cares and Supplies

## Sample Speaking Vocabulary

| Related to First Aid and Medical Services | Related to Health and Sanitation | Related to Physical Fitness & Grooming | Related to Safety |
|---|---|---|---|
| optical | mobile units | weights | fire prevention |
| eye | chest X-ray | reduce | fire fighting |
| orthopedic | vaccination | exercise | fire escape |
| out-patient clinic | immunization | relax | fire alarm |
| blood bank | water pollution | recreation | emergency |
| laboratory | street cleaning | barber shop | drills |
| medicine | pest control | beauty shop | hydrant |
| drugs | food inspection | YMCA | protection |
| pills | public facilities | YWCA | police |
| capsules | garbage | comb | traffic |
| shots | rubbish | brush | deputy |
| hospital equipment | ambulance | wigs | patrolmen |
| pharmacy | septic tank | permanents | sheriff |
| nursing home | medical supplies | rinse | fireman |
| school clinic | disinfectants | athletic supplies | policeman |
| prescription | engineers | toiletries | guards |
| illness | garbage collectors | clippers | watchmen |
| dietition | inspectors | deoderants | patrol boys |
| orderly | street cleaners | soap | officers |
| nurses' aid | drivers | barber | safety practices |
| nurse | lawful practices | beauticians | personal behavio |
| receptionist | rules | owner | social conduct |
| dentist | laws | operater | |
| assistant | | | |
| physicians | | | |
| specialist | | | |
| orthodontist | | | |
| optometrist | | | |
| pharmacist | | | |
| school nurse | | | |
| intern | | | |
| managing payment | | | |
| personal behavior | | | |
| social conduct | | | |

Problem: BODY CARES

Scope : Sales and Services in the Neighborhood and at School

| SUGGESTED ACTIVITIES | RELATED SKILLS | MATERIALS |
|---|---|---|
| | Language | |
| | Arithmetic | |

## DESIGN FOR DAILY LIVING: Curriclum Development

### Sample Pattern of Content Development

Problem : **FOODS**
Core IV : Sales and Services in the Neighborhood and At School
[illegible] :

Scope: SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL RELATE
TO FOODS AND SUPPLIES

. Sales and services as related to foods sold in the neighborhood
  a. Food store sales and services
    (1) Kinds of sales and services provided by
      (a) Grocery stores
      (b) Super-markets
      (c) Quick service food stores
    (2) Workers - Tasks - Conduct
    (3) Consumer roles (locating..; Conduct..)
  b. Other food sales and services
    (1) Kinds of services
      (a) Food sections in non-food stores
      (b) Bakeries
      (c) Fresh produce markets and stands
      (d) Door-to-door sales
    (2) Workers- Tasks- Conduct
    (3) Consumer roles (locating..; Conduct..)

2. Sales and services as related to foods which are prepared and served
  a. Food preparation sales and services
    (1) Kinds of sales and services provided by
      (a) Restaurants
      (b) Public cafeteria
      (c) School cafeteria
      (d) Lunch rooms
      (e) Lunch counters
    (2) Workers- Tasks- Conduct
    (3) Consumer roles (locating ..; Conduct..)

3. Sales and services as related to foods prepared for quick service
    a. Quick service sales services
        (1) Kinds of sales and services provided by
            (a) Take out food services
            (b) Vending machines
            (c) Mobile lunch counters
            (d) Snack bars
        (2) Workers - Tasks - Conduct
        (3) Consumer roles (locating..; Conduct..)

Problem: Foods
Scope : Sales and Services in Neighborhood and at School Related to Foods and Supplies

## Sample Speaking Vocabulary

**Food sold in Neighborhood ..**

food stores
super-markets
groceries
grocery stores
refrigerated cars
produce counters
meat counter
dairy products

canned goods

staple
frozen foods
baked goods
food sectinns
fresh produce
food counters
check-out counters
bakeries
food trucks
self-services
quick services
packaged foods
7-Eleven, etc.
manager
grocer
owner
delivery boy
bus boys
stock clerk
bag boys
cashiers
produce manager
butcher
store keeper
packing
purchase
payment
delivery
storing
personal conduct
making change
honesty
planning purchase
managing payment

**Food prepared and served ..**

eating establishments
serving
menu
orders
school cafeterias
self-services
lunch counters
public cafeterias

non-self-service

prepared
tray
garbage
cooks
waiters
waitresses
manager
owners
hosts
hostesses
cashier
kitchen helpers
social conduct
manners
tips
respect
honesty
dinner
coat rack
grace, blessing
table manners

**Food prepared for quick service**

grill
snack bars
orders
take-out counters
drive-in
limited variety
dairy queen
ice cream shops

Dipper Dan

menu selection
baked goods
vending machine
coke machines
mobile
diner
lunch
box lunches
phone orders
milk shakes
Burger King, etc.
courtesy
place order
group behavior
car hop
waitress
cook
serviceman
dish washer
clean-up help

Problem : FOODS

Scope : Sales and Services in the Neighborhood and at School

| SUGGESTED ACTIVITIES | RELATED SKILLS | MATERIALS |
|---|---|---|
| | Language | |
| | Arithmetic | |

DESIGN FOR DAILY LIVING: Curriculum Development
Sample Pattern of Content Development

Problem: Shelter and Natural Environment
Core IV: "Sales and services in the Neighborhood and at school

Scope: Sales and Services in the Neighborhood and at School related to Shelter and Natural Environment

1. Sales and services as related to physical structures in the neighborhood and at school
   a. Construction sales and services
      (1) Kinds of sales and services
         (a) Carpentry and masonry
         (b) Painting
         (c) Plumbing and utility
      (2) Workers- Tasks- Conduct
      (3) Consumer roles
         (a) Locating, selecting, ordering, and accepting the sales and/or services
         (b) Conduct involved in the use of the services
   b. Maintenance services
      (1) Kinds of services
         (a) Cleaning and yard
         (b) Minor repair
         (c) Disposal
         (d) Interior and exterior pest control
      (2) Workers- Tasks- Conduct
      (3) Consumer roles (locating..; Conduct..)
   c. Beautification services
      (1) Kinds of services
         (a) Landscaping and nursery
         (b) Remodeling and redecorating
         (c) Fencing and lighting
      (2) Workers- Tasks- Conduct
      (3) Consumer roles (locating..; Conduct..)

2. Sales and services as related to the natural environment in the neighborhood and at school
   a. Maintenance services
      (1) Kinds of Services
         (a) Custodial care of public utilities
         (b) Grounds and pest control
         (c) Guide
      (2) Workers - Tasks - Conduct
      (3) Consumer roles (locating.; Conduct..)

- b. Beautification services
    - (1) Kinds of services
        - (a) Landscaping
        - (b) Conservation and preservation
    - (2) Workers- Tasks- Conduct
    - (3) Consumer roles (locating..; Conduct..)

- 3. Sales and services as related to the rental and sale of properties in the neighborhood
    - a. Rental services
        - (1) Kinds of services
            - (a) House and apartment rental
            - (b) Mobile home rental
            - (c) Office and commercial property rental
        - (2) Workers- Tasks- Conduct
        - (3) Consumer roles (locating..; conduct..)
    - b. Sales services
        - (1) Kinds of sales services
            - (a) House and mobile home sales
            - (b) Private and commercial property sales
            - (c) Mortgage and loan services
        - (2) Workers- Tasks- Conduct
        - (3) Consumer roles (locating..; conduct..)

- 4. Sales and services as related to the use of public utilities in the neighborhood and at school
    - a. Electric department services
        - (1) Kinds of services
            - (a) Installation
            - (b) Maintenance and repair
        - (2) Workers- Tasks- Conduct
        - (3) Consumer roles (locating..; Conduct..)
    - b. Water department services
        - (1) Kinds of services
            - (a) Installation
            - (b) Maintenance and repair
        - (2) Workers- Tasks- Conduct
        - (3) Consumer roles (locating..; Comduct..)
    - c. Other public utility services (telephone, gas, fuel oil, etc.)
        - (1) Kinds of services
            - (a) Installation
            - (b) Maintenance and repair
            - (c) Delivery
        - (2) Workers- Tasks- Conduct
        - (3) Consumer roles (locating..; Conduct..)

Problem: Shelter and Natural Environment
Scope: Sales and Services in Neighborhood and at School Related to Shelter and Natural Environment

## Sample Speaking Vocabulary

**Related to Physical Structures**

- building
- painting
- repairing
- gardens
- cement
- delivery
- sidewalks
- sidewalls
- plans
- fireplace
- chimney
- air conditioning
- heating
- hardware
- general supply store
- building supplies
- maintenance
- custodial
- landscape gardener
- yard men
- nursery men
- architect
- contractor
- carpenter
- mason
- bricklayer
- painter
- electrician
- salesman
- interior decorators
- paper hangers
- helpers
- plumbers
- repairmen
- truck drivers
- agent
- insurance agent
- policeman

**Related to Natural Environment**

- parks
- lakes
- ponds
- streams
- plants
- animals
- disposal
- trespass
- pest control
- watering
- trimming
- cutting
- care
- planting
- protecting
- conservation
- preservation
- tree surgeon
- game warden
- ranger
- watchman
- guides

**Related to Rental & Sale of Property**

- real estate
- property
- acre
- rental
- office
- lease
- sales
- mortgage
- payment
- purchase
- deed
- rent
- apartment
- stories
- house
- floor
- loan
- borrow
- due deposit
- broker
- lawyer
- banker
- notary public
- landlord
- owner
- agent
- salesman
- tenant
- responsible(ility)

**Related to Public Utilities**

- electric department
- telephone company
- sanitation department
- fuel oil
- install
- connect
- oil truck
- oil
- natural gas
- gas
- bottled gas
- delivery
- meter
- collect
- due
- pay
- service
- lines
- poles
- fuse
- fuse box
- short circuit
- fire box
- garbage can
- garbage truck
- garbage disposal
- trash
- pick-up
- incinerator
- servicemen
- linemen
- truck drivers
- workers
- meter readers
- garbage collectors

Problem: SHELTERS AND NATURAL ENVIRONMENT

Scope: Sales and Services in the Neighborhood and at School

| SUGGESTED ACTIVITIES | RELATED SKILLS | MATERIALS |
|---|---|---|
| | Language | |
| | Airthmetic | |

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: COMMUNICATION
Core IV: Sales and Services in the Neighborhood and at School

Scope : SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL RELATED TO COMMUNICATION

1. Sales and services in the neighborhood and at school as related to things we hear
    a. Auditory services
        (1) Kinds of services provided by
            (a) Telephone company
            (b) Musical organizations
            (c) Radio Stations
        (2) Workers- Tasks- Conduct
        (3) Consumer roles
            (a) Locating, selecting, ordering, & accepting the services
            (b) Conduct involved in the use of the services
    b. Auditory sales and services
        (1) Kinds of sales and services
            (a) Sales of appliances and equipment
            (b) Delivery and installation
            (c) Maintenance and repair
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)
2. Sales and services in the neighborhood and at school as related to things we see
    a. Visual services
        (1) Kinds of services provided by
            (a) Television stations
            (b) Movie and drive-in theatres
            (c) Advertising companies
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct,.)
    b. Visual sales and services
        (1) Kinds of sales and services
            (a) Sales of appliances and equipment
            (b) Delivery and installation
            (c) Maintenance and repair
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)

3. Sales and services in the neighborhood and at school as related to things we read
   a. Published communication services
      (1) Kinds of services provided by
         (a) Libraries
         (b) Newspaper companies
         (c) Publishing companies
      (2) Workers- Tasks- Conduct
      (3) Consumer roles (locating..; Conduct..)
   b. Published communication sales and services
      (1) Kinds of services provided by
         (a) Sales of appliances and equipment
         (b) Delivery
         (c) Maintenance and repair

4. Sales and services in the neighborhood and at school as related to things we write
   a. Written communication services
      (1) Kinds of services provided by
         (a) Post Office
         (b) Telegraph companies
      (2) Workers- Tasks- Conduct
      (3) Consumer roles (locating..; Conduct..)
   b. Written communication sales and services
      (1) Kinds of services
         (a) Sales of appliances and equipment
         (b) Delivery
         (c) Maintenance and repair
      (2) Workers- Tasks- Conduct
      (3) Consumer roles (locating..; Conduct..)

Problem: Communication
Scope : Sales and Services in Neighborhood and at School
Related to Communication and Supplies

## Sample Speaking Vocabulary

| Related to Things We Hear | Related to Things We See | Related to Things We Read | Related to Things We Write |
|---|---|---|---|
| sales | delivery | reading | telegrams |
| rental | set | lending | correspondence |
| delivery | materials | library | written |
| installation | installation | news | supplies |
| repair | repair | mewspaper | writing |
| public address | reel | card catalog | typewriter |
| switch board | film | print | type |
| messages | filmstrip | press | letters |
| oral | magazine | fines | mail services |
| equipment | borrow | cameras | cards |
| purchase | traffic signals | return | greeting cards |
| wiring | screen | files | messages |
| dialing | tickets | volume | Western Union |
| inter-com | entertainment | magazine | ribbon |
| disc jockey | maintenance | books | keys |
| station | movie | comic books | mailmen |
| receiver | drive-in | information | deliverymen |
| directory | slides | instruction | errand boys |
| microphone | projector | letters | telegraphers |
| short-wave | develop | telegrams | operators |
| transistor | station | billboards | repairmen |
| hearing aids | channel | signs | clerk |
| tape recorder | antenna | directions | thoughtful |
| entertain | advertisement | newsboy | stamps |
| ticket | theatre | printers | envelopes |
| concert | commercials | writers | air mail |
| musical instrument | deliverymen | messengers | special delivery |
| recording | truck driver | salesmen | registered |
| records | salesmen | librarians | insured |
| recorder | repairmen | book mobile driver | |
| bells | operators | respect | |
| buzzers | announcers | consideration | |
| operators | actors | selections | |
| messenger | actresses | quite | |
| deliverymen | entertainers | whisper | |
| announcers | master-of-ceremonies | | |
| repairmen | ticket-taker | | |
| linemen | | | |
| salesmen | | | |
| clerk | | | |
| ticket-takers | | | |
| performers | | | |
| musicians | | | |
| directors | | | |
| conductors | | | |

Problem : COMMUNICATION
Scope : Sales and Services in the Neighborhood and at School

| SUGGESTED ACTIVITIES | RELATED SKILLS | MATERIALS |
|---|---|---|
| | Language | |
| | Arithmetic | |

DESIGN FOR DAILY LIVING: Curriculum Development

## Sample Pattern of Content Development

Problem: TRANSPORTATION
Core IV: Sales and Services in the Neighborhood and at School

Scope : SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL RELATED TO TRANSPORTATION

1. Sales and services as related to land vehicles in the neighborhood and at school
    a. Public and private land transporation used for work
        (1) Kinds of services by vehicles used to transport people and freight
            (a) Inside buildings
            (b) On sidewalks
            (c) On streets and roads
            (d) On tracks and roads
            (e) For work on other land areas
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)
    b. Public and private land transportation used for pleasure
        (1) Kinds of services by vehicles used to transport people and freight
            (a) Inside buildings
            (b) On sidewalks
            (c) On streets and roads
            (d) On tracks and rails
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)

2. Sales and services as related to water vehicles in the Neighborhood
    a. Public and private water transportation used for work
        (1) Kinds of services by water vehicles used
            (a) To transport people
            (b) To transport freight
            (c) For work
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)
    b. Public and private water transportation used for pleasure
        (1) Kinds of services by water vehicles used
            (a) To transport people
            (b) For recreation or sport
            (c) For sight-seeing
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)

3. Sales and services as related to air vehicles in the neighborhood
   a. Public and private air transportation used for work
      (1) Kinds of services
         (a) Air freight services
         (b) Military services
         (c) Helicopter services
      (2) Workers- Tasks- Conduct
      (3) Consumer roles (locating..; Conduct..)
   b. Public and private air transportation used for pleasure
      (1) Kinds of services
         (a) Commercial services
         (b) Helicopter services
      (2) Workers- Tasks- Conduct
      (3) Consumer roles (locating..; Conduct..)

4. Sales and services as related to the maintenance and repair of vehicles in the neighborhood and at school
   a. Maintenance and repair services
      (1) Kinds of services
         (a) Land vehicle maintenance, repair, and supply
         (b) Marine vehicle maintenance, repair & supply
         (c) Aircraft maintenance, repair, & supply
      (2) Workers- Tasks- Conduct
      (3) Consumer roles (locating..; Conduct..)

Problem: Transportation
Scope: Sales and Services in Neighborhood and at School Related to Transportation

## Sample Speaking Vocabulary

See other vocabularies for transportation carriers

| Related to Land Vehicles | Related to Water Vehicles | Related to Air Vehicles | Related to Maintenance & Repair |
|---|---|---|---|
| car rental | ship | reservation | inspect |
| travel | boat | cancellation | grease |
| transport | glass bottom | flight number | oil |
| carry | row | schedule | change |
| freight | deep-sea fishing | take-off | check |
| people | vessels | landing | chain |
| work | cargo ships | control tower | spokes |
| pleasure | freighter | air terminal | engines |
| parking lot | hold | passenger planes | motor |
| parking meter | passenger ship | commercial | radiator |
| service station | barge | cargo planes | overhaul |
| driver education | tug | airport | gears |
| license | ferry | seat belts | tires |
| tag | raft | direct flight | tread |
| car pool | anchoring | stop-over | air |
| hitch-hike | securing | baggage | body shop |
| flat tire | Navy | weighing | filling station |
| spare tire | water safety | sprayers | car wash |
| book mobile | undertow | bombers | cleaning equipment |
| compartment | current | jet | white walls |
| emergency | tide | propeller | muffler |
| exit | tow | Air Force | supply sales |
| push - pull | steamship | claim | mechanics |
| pedestrian | tankers | runway | repairmen |
| signals | oilers | taxi | painters |
| traffic signs | seamen | fasten | car washers |
| traffic laws | stevedor | blimp | attendant |
| schedule | deck hands | helicopter | salesman |
| map | sailor | altitude | responsibilities |
| maintenance | mate | signals | honesty |
| oiling | repairman | blinker lights | |
| sight-seeing | operator | baggage man | |
| bulldozer | captain | mechanics | |
| crane | crewmen | tractor drivers | |
| tractor | consideration | attendants | |
| plow | personal behavior | pilots | |
| passenger | social conduct | co-pilots | |
| operators | lawful practices | crew | |
| bus boys | tips | navigators | |
| bag boys | rentals | ticket agents | |
| salesman | | travel agent | |
| engineers | | flight announcer | |
| mechanics | | stewardess | |
| porters | | steward | |
| attendants | | fluid | |
| ticket agent | | | |
| deliverymen | | | |
| conductor | | | |

Problem: TRANSPORTATION

Scope : Sales and Services in the Neighborhood and at School

| UGGESTED ACTIVITES | RELATED SKILLS | MATERIALS |
|---|---|---|
| | Language | |
| | Arithmetic | |

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

**Problem:** CLOTHES
**Core IV:** Sales and Services in the Neighborhood and At School

**Scope:** SALES AND SERVICES IN THE NEIGHBORHOOD AND SCHOOL RELATED TO CLOTHES AND SUPPLIES

1. Sales and services related to selling & buying clothes and supplies
   - a. Clothing store sales and services
     - (1) Kinds of services and sales
       - (a) Men's shops and clothing stores
       - (b) Ladies' dress shops and clothing stores
       - (c) Children's ready to wear
       - (d) Clothing accessories stores
     - (2) Workers- Tasks- Conduct
     - (3) Consumer roles
       - (a) Locating, selecting, ordering, & accepting the sales or/and services
       - (b) Conduct involved in the usedof the services
   - b. Clothing departments within the use of the services
     - (1) Kinds of sales and services
       - (a) Men's clothing
       - (b) Ladies' clothing
       - (c) Children's clothing
       - (d) Clothing accessories
     - (2) Workers- Tasks- Conduct
     - (3) Consumer roles (locating..; Conduct..)
   - c. Shoe stores and shoe department sales and services
     - (1) Kinds of sales and services
       - (a) Men's shoes
       - (b) Ladies'shoes
       - (c) Children's shoes
     - (2) Workers- Tasks- Conduct
     - (3) Consumer roles (locating..; Conduct..)

2. Sales and services related to making, alteration, and repair of clothes and supplies
   - a. Making, alteration, and reair sales and services
     - (1) Kinds of sales and services
       - (a) Shoe repair
       - (b) Jewelry repair
       - (c) Tailoring
       - (d) Dressmaking
     - (2) Workers- Tasks- Conduct
     - (3) Consumer roles (locating..; Conduct..)
   - b. Repair and alteration supplies sales and services
     - (1) Kinds of sales and services
       - (a) Sewing machine
       - (b) Fabric
       - (c) Other related supplies
     - (2) Workers- Tasks- Conduct
     - (3) Consumer roles (locating..; Conduct..)

3. Sales and services related to the care of clothes and supplies
    a. Cleaning and laundry sales and services
        (1) Kinds of sales and services
            (a) Dry cleaning establishments
            (b) Self-service dry cleaning
            (c) Commercial laundry
            (d) Self-service laundry
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)
    b. Storage sales and services
        (1) Kinds of sales and services
            (a) Commercial storage
            (b) Storage supplies found in stores
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)
    c. Sales and services of home cleaning supplies
        (1) Kinds of sales and services
            (a) Supplies found in retail stores
            (b) Cleaning appliances sales and services
        (2) Workers- Tasks- Conduct
        (3) Consumer roles (locating..; Conduct..)

Problem: Clothes
Scope: Sales and Service in Neighborhood and at School
Related to Clothes and Supplies

## Sample Speaking Vocabulary

---

**Selling and Buying Clothes and Supplies**

- specialty shops
- ready-to-wear
- fabrics
- notions
- materials
- sizes
- wash-and-wear
- fitting
- length
- hats
- jewelry
- hose
- selling
- delivery
- wrapping
- bag
- clerk
- salesmen - ladies
- owner
- manager
- cashiers
- wrappers
- planning
- manage payments
- transport purchases
- consideration
- cooperation
- politeness
- personal behavior
- selecting

**Making Alteration and Repair of Clothes-Supplies**

- sole
- re-sole
- heels
- taps
- mend
- repair
- alter
- alterations
- sew
- tools
- instruments
- leather
- nails
- tacks
- shoe last
- shoe maker
- cobbler
- tailor
- jeweler
- seamstress
- repairman

**Care of Clothes**

- self-service
- pick-up and delivery
- starch
- detergent
- bleach
- coin-operated
- coins
- change
- press
- iron
- wash
- washing
- laundering
- dial-select
- drip-dry
- storage
- storage bags
- storage boxes
- cedar bags
- cold storage
- moth proofing
- cedar chest
- cedar closet
- drawer
- moth
- mothballs
- washer
- ironer
- plant workers
- operators
- cleaners
- cashiers
- wrappers
- deliverymen
- laundress
- ironer
- personal behavior
- social conduct

Problem: CLOTHES

Scope : Sales and Services in the Neighborhood and at School

| SUGGESTED ACTIVITIES | RELATED SKILLS | MATERIALS |
|---|---|---|
| | Language | |
| | Arithmetic | |

## DESIGN FOR DAILY LIVING: Curriculum Development

### Sample Pattern of Content Development

Problem: NON-OCCUPATIONAL ACTIVITIES
Core IV: Sales and Services in the Neighborhood and At School

Scope: SALES AND SERVICES IN THE NEIGHBORHOOD AND AT SCHOOL RELATED TO NON-OCCUPATIONAL ACTIVITIES & SUPPLIES

1. Sales and services as related to public and private recreational areas services
    - a. Beach recreation sales and services
        - (1) Kinds of sales and services
            - (a) Swimming and life guard
            - (b) Equipment rental
            - (c) Food and concession stands
            - (d) Entertainment and amusement
            - (e) Information
        - (2) Workers- Tasks- Conduct
        - (3) Consumer roles
            - (a) Locating, selecting, ordering, and accepting the sales and/or services
            - (b) Conduct involved in the use of the services
    - b. Park and recreational area sales and services
        - (1) Kinds of sales and services
            - (a) Beautification and maintenance
            - (b) Property protection
            - (c) Information
            - (d) Swimming facilities
            - (e) Public restrooms
            - (f) Sight-seeing and guide services
            - (g) Playground and equipment
            - (h) Picnic, cookout, and food facilities
            - (i) Public and private camping
            - (j) Entertainment and amusement
            - (k) Sports facilities and equipment
            - (l) Private and community clubs
        - (2) Workers- Tasks- Conduct
        - (3) Consumer roles (locating..; Conduct..)

2. Sales and services as related to commercial services in the neighborhood
    - a. Recreational sports services
        - (1) Kinds of services
            - (a) Sports equipment rental
            - (b) Recreation facilities
            - (c) Beautification
            - (d) Maintenance
        - (2) Workers- Tasks- Conduct
        - (3) Consumer roles (locating..; Conduct..)

b. Professional sports sales and services
    (1) Kinds of sales and services
        (a) Spectator sports
        (b) Concession stands
        (c) Ticket sales
        (d) Maintenance
    (2) Workers- Tasks- Conduct
    (3) Consumer roles (locating..; Conduct..)

c. Professional entertainment and amusement sales and services
    (1) Kinds of sales and services
        (a) Drive-in and movie theatres
        (b) Circus entertainment
        (c) Fair and carnivals
        (d) Ice and specialty shows
        (e) Dog shows
    (2) Workers- Tasks- Conduct
    (3) Consumer roles (locating..; Conduct..)

d. Non-occupational equipment supply sales and services
    (1) Kinds of services
        (a) Hobby shops
        (b) Pet shops
        (c) Art supply shops
        (d) Games sales and services
    (2) Workers- Tasks- Conduct
    (3) Consumer roles (locating..; Conduct..)

3. Sales and services as related to organizational services in the neighborhood

a. Cultural organization services
    (1) Kinds of services
        (a) Fine arts
        (b) Dramatic arts
        (c) Art instruction
        (d) Musical arts
    (2) Workers- Tasks- Conduct
    (3) Consumer roles (locating..; Conduct..)

b. Instructional organization services
    (1) Kinds of services
        (a) Scouting and other related services
        (b) Vacation Bible School
        (c) School and public library services
        (d) Church youth groups
    (2) Workers- Tasks- Conduct
    (3) Consumer roles (locating..; Conduct..)

c. Civic and welfare organization services
    (1) Kinds of services
        (a) Emergency services
        (b) Volumteer workers
        (c) Community projects
        (d) School projects
        (e) Animal care and protection
    (2) Workers- Tasks- Conduct
    (3) Consumer roles (locating..; Conduct..)

Problem: Non-Occupational Activities
Scope: Sales and Services in Neighborhood and at School
Related to Non-Occupational Activities

## Sample Speaking Vocabulary

---

**Public and Private Recreational Areas Sales and Services**

rental
maintenance
bath house
rescue
protection
public
little league
non-professional
private
baseball
swimming
pool
cook-out
parks
picnics
playgrounds
coliseum
YMCA
YWCA
Navy recreation service
hobbies
tennis
instructor
lifeguard
salesmen
owner
managers
ticket salesmen
vendors
zoo keeper
guide
director
custodian
maid
caretaker
bat boys
coaches
entertainers
sportsmanship

**Commercial Non-Occupational. Sales and Services**

skating
golf
driving range
bowling
putt-putt
movie
drive-in
circus
carnival
ice show
professional sports
fishing
rod and reel
bait
sport shops
equipment rental
equipment sales
lures
owner
managers
ticket taker
ticket salesmen
vendors
custodians
coaches
gatemen
ushers
instructors
lifeguards
clowns
entertainers
performers
acrobats
salesmen
self-control
individual behavior
group behavior
accepted manners
accepted customs

**Organizational Services**

children' museum
art shows
garden clubs
concerts
Junior League
little theatre
art museums
girl scouts
boy scouts
PTA
Dad's Clubs
school carnival
Red Cross
Salvation Army
Goodwill
Humane Society
civic clubs
welfare
civic leaders
officers
directors
drivers
instructors
actors
actresses
guides
dog catcher
veterinarian

Problem: NON-OCCUPATIONAL ACTIVITIES

Scope : Sales and Services in the Neighborhood and at School

| UGGESTED ACTIVITIES | RELATED SKILLS | MATERIALS |
|---|---|---|
| | Language | |
| | Arithmetic | |

Problem: Foods
Core: IV Sales and Services in the Neighborhood and at School
Scope: Related to Foods and Supplies

## SAMPLE CONTENT CHARTS

Center of Interest: Sales and Services as Related to Foods Sold in the Neighborhood
Focus of Day's Discussion: Food Store Sales and Services

### Going to the Store for Mother

Boys and girls go to the store sometimes for their mothers.
Sometimes mothers need a loaf of bread from the store.
Sometimes they need a quart of milk or some eggs.
Children take a grocery list to remember what foods to buy.
Mothers give children money to pay for those groceries.
In some stores a clerk or the storekeeper gets the foods.
In other stores girls and boys find the foods themselves.
If a child needs help, he asks a clerk or the storekeeper.
Foods are paid for at the check-out counter.
If children give the cashier too much money, they receive change.
They take the change and the groceries home to mother.

Center of Interest: Sales and Services as Related to Foods Sold in the Neighborhood
Focus of Day's Discussion: Other Food Sales and Services

### Places Where Foods Are Sold

Some families buy their milk and bread from food trucks.
Many families buy foods at neighborhood grocery stores.
Sometimes there are supermarkets in the neighborhood.
Grocery stores and supermarkets sell many kinds of foods.
Some stores sell only one kind of food.
Bakeries sell only bread and other baked goods.
Fish and other seafoods are sold at fish markets.
Sometimes other kinds of stores have a food counter.
Many drugstores have a candy counter.
There are coke machines in some neighborhoods.
Candy and other foods are sold in vending machines, too.
Foods are sold in many different places.

Center of Interest: Sales and Services as Related to Foods Which are Prepared and Served
Focus of Day's Discussion: Food Preparation Sales and Services

### The School Cafeteria

Many schools have a cafeteria where children eat their lunch.
Some children bring lunch from home.
Many children bring money from home to buy their lunch.
Foods are prepared in the kitchen of the cafeteria.
Kitchen workers serve the foods and set them on a counter.
Children put their dishes of food on trays.
They put what they buy to drink on trays, too.
They carry their trays from the food counter to tables.

# DESIGN FOR DAILY LIVING

## CORE V

DESIGN FOR DAILY LIVING: Curriculum Development for Children and
Youth with Intellectual Disabilities

## PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Intermediate Class

### Core V: SERVICES AND SALES IN NEIGHBORHOOD AND SCHOOL

Class Dimensions

| | |
|---|---|
| I.Q. | 56 to 80 |
| C.A. | 10-6 to 11-6 |
| M.A. | 5-10 to 8-8 |
| I.G.P. | 0.0 to 3.6 |

Individual inventory of cumulative concepts, vocabulary and skills; and—as needed—review of previous content related to problem

Perception through sensory-motor experiences of tasks and sequence of tasks in situations involving services and sales related to the persisting problem within pupils' experiences

Discrimination of likenesses and differences in situations involving services and sales through sensory-motor experiences with tasks and related tools

Recognition, and classification by kind, of situations involving services and sales related to the persisting problem

Association of common tasks in familiar situations, related to the persisting problem, with persons performing the tasks

Association of these workers' responsibilities with their capabilities

Perception of conduct in performance of tasks

Discrimination of likenesses and differences between conducts in performance of tasks

Recognition of conduct appropriate to performances of tasks

Association of appropriate conduct with personal achievement and social acceptance

Problem: PEOPLE
Core V: Producers, Processors, and Distributors in our Community

Scope: PEOPLE AS PRODUCERS, PROCESSORS, AND DISTRIBUTORS IN OUR COMMUNITY

1. People who are Producers
   a. People as Producers of goods - those who make useful things
   b. People as Producers of services - those who do useful work for other people

2. People who are Producers, Processors and Distributors of useful services at home
   a. Mother
   b. Father
   c. Children
   d. Grandparents
   e. Relatives

3. People who provide safety and protective services
   a. Police Officers - Highway Patrol
   b. Fireman - Ambulance Crew
   c. Red Cross Workers
   d. Members of the Armed Forces
   e. Night Watchmen

4. People who produce Educational Service
   a. Public School Teachers
   b. Librarians
   c. Church School Teachers
   d. Coaches and Instructors
   e. Private Teachers
   f. Instructors for Higher Education - (colleges, business schools, etc.)

5. People who produce leadership for Service Organizations
   a. Girl and Boy Scouts
   b. Campfire Girls
   c. 4-H Clubs
   d. YMCA - YWCA Leaders
   e. Junior Red Cross Workers and Leaders
   f. Goodwill Industry Employees
   g. Community Chest Workers
   h. School Service Organizations

Problem: People
Scope: Producers, Processors, and Distributors in our Community

## Sample Speaking Vocabulary

### People as Producers, Processors, and Distributors in Our Community

mother
father
children
grandparents
Red Cross Workers
night watchmen
coaches
instructors

police officers
highway patrol
firemen
ambulance crew
Goodwill Industry
school teachers
organizations

Girl Scouts
Boy Scouts
Campfire Girls
Junior Red Cross
librarian
church school staff

people who provide safety and protective services

persons who produce educational services

persons who produce health services

Problem: BODY CARES
Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO BODY CARES

1. Using Body Cares and/or Services related in the Home
    a. Body Care in the Home
        (1) Services
            (a) Identification of Service
            (b) Workers
            (c) Situations
            (d) Tasks
        (2) Products
            (a) Identification
            (b) Workers
            (c) Situations
            (d) Tasks
    b. Body Care products that are processed in the Home
        (1) Identification of product
        (2) Workers
        (3) Situations
        (4) Tasks
    c. Distributors of Body Care products in the home
        (1) Identification
        (2) Workers
        (3) Situations
        (4) Tasks

2. Body Care Producers in the Community
    a. Identification of Body Care Producers in the Community
        (1) Brush companies
        (2) Soap companies
        (3) Drug companies
    b. Situations related to Body Cares
        (1) Making brushes used in body care
        (2) Making soap supplies and products
        (3) Producing drugs and medical supplies
    c. Tasks related to Body Cares
        (1) Sorting material
        (2) Wrapping and packing goods
        (3) Bottling drugs
    d. Workers related to Body Cares
        (1) Sorting clerks
        (2) Wrappers
        (3) Machine Operators

3. Processors of Body Care Goods and/or Services in the Community
    a. Identification of Body Care processors

  (1) Medical Laboratories
  (2) Optical Companies
  (3) Incinerators
b. Situations related to Processors of Body Cares
  (1) Examining specimens
  (2) Process glasses to fit prescription
  (3) Burning refuse or trash
c. Tasks related to processors of Body Cares
  (1) Recording data
  (2) Grinding glasses
  (3) Collecting refuse and preparing for burning
d. Workers related to Processors of Body Cares
  (1) Technicians and Aids
  (2) Opticians
  (3) Refuse Collectors

4. Distributors of Body Care Goods/Services in the Community
a. Identification of Distributors
  (1) Dental Supply Houses
  (2) Beauty Salons
  (3) Hospitals Equipment Companies
b. Situations related to Distributors
  (1) Distributing supplies to dealers
  (2) Distributing beauty supplies to customers
  (3) Distributing hospital equipment
c. Tasks related to Distributors
  (1) Delivering messages and orders within supply houses
  (2) Selling hair brushes and supplies
  (3) Installing hospital beds
d. Workers related to Distributors
  (1) Dental Supply Messengers
  (2) Sales Clerks
  (3) Installation Crew

### Sample Speaking Vocabulary

| Using Body Care Processors, Products, Distributors | Products | Processors | Distributors |
|---|---|---|---|
| grooming | producers of Service | supply houses | health agencies |
| personal health | -nurse | stores | various stores |
| beauty | -nurse aid | | Welfare Agencies |
| lavatory | -orderlies | | personal and private establishments |
| washrooms | -hospital cleaning crew | | |
| care of body | | | |
| | -powder room attendant | | |
| | -men's room attendant | | |
| | -night watchman | | |

Problem: FOOD
Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO THE FOODS AREA IN THE COMMUNITY

1. Using food products and/or services in the home and community
    a. Food products and/or services produced in the home
        (1) Services - (storing food; planning and preparing foods disposing of food waste)
            (a) Identification of service
            (b) Workers
            (c) Situations
            (d) Tasks
        (2) Products - (actual production of food by baking and/or growing)
            (a) Identification of products
            (b) Workers
            (c) Situations
            (d) Tasks
    b. Food products that are processed in the home
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks
    c. Food products that are distributed in the home
        (1) Identification of distributors
        (2) Workers
        (3) Situations
        (4) Tasks

2. Food producers in the Community
    a. Identification of food producers in the Community
    (The suggested producers are those which are very familiar to the children in this particular community and may vary with respect to location)
        (1) Poultry and Egg Farming Industries
        (2) Dairies
        (3) Truck Gardening Companies
    b. Situations related to food production
        (1) Raising poultry and producing eggs for food
        (2) Raising cattle for milking and milk products
        (3) Raising vegetables to be sold from trucks
    c. Tasks related to food production
        (1) Gathering eggs - feeding poultry
        (2) Milking cows
        (3) Harvesting vegetables when ripe
    d. Workers related to food production
        (1) Poultry farmer or rancher
        (2) Milkers
        (3) Bean pickers

3. Food processors in the Community
   a. Identification of food processors in the community
      (1) Bakeries
      (2) Bottling companies
      (3) Slaughter houses
   b. Situations related to food processing
      (1) Process staples to produce baked goods
      (2) Bottling drinks and sealing bottles
      (3) Prepare animals for cooking or sales
   c. Tasks related to food processing
      (1) Baking cookies and other goods
      (2) Placing bottles on machine to be filled
      (3) Cutting animals or sections into small pieces
   d. Workers related to food processing
      (1) Bakers
      (2) Assembly line workers
      (3) Butchers

4. Food distributors in the Community
   a. Identification of food distributors in the community
      (1) Food warehouses
      (2) Restaurants and cafeterias
      (3) Vending companies
   b. Situations related to food distribution
      (1) Sell and deliver food to smaller food stores
      (2) Prepare and serve food ready to be eaten
      (3) Supply various vending machines with products
   c. Tasks related to food distribution
      (1) Boxing items for delivery
      (2) Serve prepared food to customers
      (3) Place bottles or other items in machines
   d. Workers related to food distribution
      (1) Packers
      (2) Food handlers
      (3) Delivery men

Note: Sample Speaking Vocabulary on following page.

Problem: Foods
Scope: Producers, Processors, and Distributors in the Community

## Sample Speaking Vocabulary

| Using Food Products and/or Services in the Home and Community | Producers | Processors | Distributors |
|---|---|---|---|
| producers | growers | butchering | fruit companies |
| processors | poultry | canning | foot stores |
| distributors | truck-gardens | freezing | vending machines |
| storing | apiary farmers | baking | manufacturing companies |
| planning | bakers | cleaning | commercial fisheries |
| preparing | bottlers | packing | milling companies |
| dairy | packers | shipping | food stores |
| poultry | butchers | curing | confectionery shops |
| grade-A eggs | pickers | boxing | slaughter houses |
| "hen fruit" | caterers | | delivery service |
| hatchery | waiter | | food warehouses |
| disposing of waste | kitchen help | | |
| gardening | | | |
| vegetables | | | |
| fruit | | | |
| meats | | | |
| meals | | | |

Problem: Shelter and Natural Environment
Scope: Producers, Processors, and Distributors related to Shelter and Natural Environment in the Community

## Sample Speaking Vocabulary

| Using Producers, Processors, and Distributors | Producers | Processors | Distributors |
|---|---|---|---|
| screening | tree farms | logging | paint companies |
| cleaning | forest | cutting | lumber companies |
| painting | "lumber-jacks" | finishing | hardware |
| repairing | loggers | sanding | brick companies |
| remolding | builders | wood-processing | concrete companies |
| installing | architects | wood-preserving | fuel companies |
| building | painters | building | chemical companies |
| furniture | installer | casting | |
| lumber | conservation-specialist | | |
| concrete | | | |
| tools | | | |
| bird houses | | | |
| "pre-fab" | | | |
| concrete-mix (ready mix) | | | |
| lime | | | |
| cement | | | |
| blueprint | | | |

## DESIGN FOR DAILY LIVING: Curriculum Development

Problem: SHELTERS AND NATURAL ENVIRONMENT
Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO SHELTER AND NATURAL ENVIRONMENT IN THE COMMUNITY

1. Using Products and/or Services in the Home as Related to Shelter and Natural Environment
    - a. Products related to Shelter and Natural Environment that are produced in the home
        - (1) Services
            - (a) Identification
            - (b) Workers
            - (c) Situations
            - (d) Tasks
        - (2) Products
            - (a) Identification
            - (b) Workers
            - (c) Situations
            - (d) Tasks
    - b. Products pertaining to Shelter and Natural Environment that are processed in the home
        - (1) Identification
        - (2) Workers
        - (3) Situations
        - (4) Tasks
    - c. Products pertaining to Shelter and Natural Environment that are distributed in the home
        - (1) Identification
        - (2) Workers
        - (3) Situations
        - (4) Tasks

2. Producers of products pertaining to Shelter and Natural Environment in the Community
    - a. Identification of producers in the Community
        - (1) Construction companies
        - (2) Concrete companies
        - (3) Tree farms
    - b. Situations
        - (1) Building homes and other structures
        - (2) Preparing concrete mixes for blocks, fixtures, etc.
        - (3) Production of timber for building
    - c. Tasks
        - (1) Building frames for houses
        - (2) Mixing ingredients for concrete blocks
        - (3) Plant tree plants or seeds
    - d. Workers
        - (1) Construction Workers
        - (2) Cement Mason*s Helpers
        - (3) Planters

3. Processors of products related to Shelter and Natural Environment
    a. Identification of Processors
        (1) Paper Mills
        (2) Exterminating Companies
        (3) Iron Casting Companies
    b. Situations
        (1) Processing timber for lumber and paper
        (2) Preparing chemicals for insecticides
        (3) Processing raw iron into fixtures or cast
    c. Tasks
        (1) Cutting timber
        (2) Spraying homes with insecticides
        (3) Melting iron for molds
    d. Workers
        (1) Mill Workers
        (2) Exterminators - Sprayman
        (3) Smelterer

4. Distributors of products related to Shelter and Natural Environment in the Community
    a. Identification of Distributors
        (1) Building Materials - lumber yards, warehouses, etc.
        (2) School and Office supply houses
        (3) Nurseries
    b. Situations
        (1) Distributions of products to lumber company, hardware stores, paint company
        (2) Distribution of products to school and offices
        (3) Caring of plants and garden tools and supplies - selling
    c. Tasks
        (1) Loading trucks for delivery of lumber
        (2) Delivering orders to schools
        (3) Protecting roots of plants to be transported
    d. Workers
        (1) Truck loaders
        (2) Delivery truck drivers
        (3) Gardeners and helpers

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: COMMUNICATIONS
Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO COMMUNICATION IN THE COMMUNITY

1. Using communication products and/or services in the home and community
    a. Communication produced in the home
        (1) Services
            (a) Identification of service
            (b) Workers
            (c) Situations
            (d) Tasks
        (2) Products
            (a) Identification
            (b) Workers
            (c) Situations
            (d) Tasks
    b. Communication products that are processed in the home
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks
    c. Communication products that are distributed in the home
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks

2. Communication Producers
    a. Identification
        (1) Radio manufacturing companies
        (2) Publishing Companies
        (3) Advertising companies
    b. Situations
        (1) Production of radios
        (2) Printing books and newspapers
        (3) Encouraging others to buy advertised products
    c. Tasks
        (1) Varnishing wooden cabinets
        (2) Inking and washing press
        (3) Pasting advertisements on billboards
    d. Workers related to Communication
        (1) Varnishers
        (2) Printer's devil
        (3) Pasters

3. Communication processors in the Community
    a. Identification
        (1) Paper mills
        (2) Postal departments
        (3) Recording studios

b. Situations
   (1) Processing lumber for paper
   (2) Processing mail for delivery
   (3) Recording sound on tape
c. Tasks
   (1) Feeding lumber into machines
   (2) Sorting mail for delivery
   (3) Adjusting microphones
d. Workers related to Communication
   (1) Machine operator
   (2) Mail sorter
   (3) Studio hands

4. Communication distributors in the Community
   a. Identification
      (1) Telephone companies
      (2) Delivery services
      (3) Telegraph companies
   b. Situations
      (1) Distribution of telephones
      (2) Delivering of flowers
      (3) Transmitting telegraph messages
   c. Tasks
      (1) Delivering telephones, jacks, books, etc.
      (2) Tying cards on flowers
      (3) Delivering telegrams
   d. Workers
      (1) Driver's helpers
      (2) Florist's helpers
      (3) Telegram messengers

Sample Speaking Vocabulary

| Using Communication | Producers | Processors | Distributors |
|---|---|---|---|
| pleasure | studio hands | recording | radio stations |
| business | mail sorter | inking | t.v. stations |
| information | mail clerk | washing | weather stations |
| advertising | telegraph | transmitting | recording company |
| publishing | envelopment machine | molding | Federal Dept. |
| listening | designing | carving | paper mills |
| performing or interpreting- | creation | recreational group | post office |
| -painting | professional | community clubs | telegraph company |
| -clay molding | amateur | constructing | art galleries |
| -sculpture | entertainers | operating | national parks |
| -dioramas | reporting | | YMCA |
| talks | compiling | | YWCA |
| demonstrations | | | |
| dance routines | | | |
| dramatic production | | | |
| community projects | | | |

Problem: TRANSPORTATION AND CARRIERS
Core V: Producers, Processors and Distributors in the Community

Scope: PRODUCERS, PROCESSORS AND DISTRIBUTORS RELATED TO TRANSPORTATION IN THE COMMUNITY

1. Using Transportation Products and/or Services in the Home and Community
    - a. Transportation products and/or Services produced in the home
        - (1) Services - (pleasure, business)
            - (a) Identification of service
            - (b) Workers
            - (c) Situations
            - (d) Tasks
        - (2) Products - carriers
            - (a) Identification of products
            - (b) Workers
            - (c) Situations
            - (d) Tasks
    - b. Transportation products that are processed in the home
        - (1) Identification of products
        - (2) Workers
        - (3) Situations
        - (4) Tasks
    - c. Transportation products that are distributed in the home
        - (1) Identification of products
        - (2) Workers
        - (3) Situations
        - (4) Tasks

2. Transportation producers in the Community
    - a. Identification of transportation in the Community
        - (1) Automotive manufacturers
        - (2) Battery manufacturers
        - (3) Seat cover upholstery
    - b. Situations related to transportation
        - (1) Assembling automobiles
        - (2) Assembly batteries for vehicles
        - (3) Making seat covers for transportation carriers
    - c. Tasks related to transportation
        - (1) Placing nuts and bolts
        - (2) Storing batteries in parts bin
        - (3) Upholsterers helper
    - d. Workers related to transportation
        - (1) Automotive assembler - (assembly line worker)
        - (2) Inventory man
        - (3) Seat cover installer and helper

3. Transportation processors in the Community
    - a. Identification of transportation processors
        - (1) Body repair and paint companies

        - (2) Oil Refining company
        - (3) Rubber processing companies
    - b. Situations related to processors
        - (1) Painting transportation carriers
        - (2) Preparing oil for transportation carriers
        - (3) Making rubber products for vehicles
    - c. Tasks related to Transportation
        - (1) Cleaning paint brushes
        - (2) Placing cans on machines for filling
        - (3) Vulcanizing tires
    - d. Workers related to transportation processing
        - (1) Painter's helper
        - (2) Machine operator - assembly line worker
        - (3) Retreader's assistant

4. Transportation distributors in the Community
    - a. Identification of transportation distribution in the Community
        - (1) Automotive agencies
        - (2) Rental agencies
        - (3) Tire warehouses
    - b. Situations related to Transportation distribution
        - (1) Preparing for sales and selling automobiles
        - (2) Cleaning and storing unrented vehicles
        - (3) Distribution of tires to dealers
    - c. Tasks related to transportation
        - (1) Wash protective coat from car
        - (2) Parking and moving vehicles as needed
        - (3) Loading of tires on trucks
    - d. Workers related to Transportation
        - (1) Car washers
        - (2) Parking lot attendants
        - (3) Truck loaders

Sample Speaking Vocabulary

| Using Transportation | Producers | Processors | Distributors |
|---|---|---|---|
| automotive agencies | red caps | delivery of freight | body repair co. |
| rental agencies | body men | making seat covers | paint co. |
| food carts | freight elevators | loading and unloading | oil refining co. |
| baby carriages | assembly line | | rubber processing co. |
| motor clubs | workers | upholstering | |
| moving companies | car lot | truck loaders | parts shop |
| | car hop | | tire warehouses |
| | gas station assistant | | |
| | painter's helper | | |
| | parking | | |
| | vehicles | | |
| | selling | | |
| | cleaning | | |
| | storing | | |
| | vulcanizing tires | | |
| | cleaning paint | | |

Problem: CLOTHES
Core V: Producers, Processors, and Distributors in the Community

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO THE CLOTHES AREAS IN THE COMMUNITY

1. Using Clothing products and/or services in the home and community
    a. Clothing products produced at home
        (1) Services
            (a) Identification of services
            (b) Workers
            (c) Situations
            (d) Tasks
        (2) Products
            (a) Identification of products
            (b) Workers of products
            (c) Situations
            (d) Tasks
    b. Clothing products processed in the home
        (1) Identification
        (2) Workers of products
        (3) Situations
        (4) Tasks
    c. Clothing products distributed in the home
        (1) Identification
        (2) Workers
        (3) Situations
        (4) Tasks

2. Clothing producers in the Community
    a. Identification of clothing producers in the Community
        (1) Sewing machine manufacturing companies
        (2) Clothing manufacturers
        (3) Washing and drying machine manufacturers
    b. Situations related to clothes production
        (1) Production of sewing machines
        (2) Making clothing
        (3) Producing washing and drying machines
    c. Tasks related to clothes production
        (1) Building cabinet
        (2) Sewing clothes
        (3) Inserting indicators into machines
    d. Workers
        (1) Carpenters helper
        (2) Seamstress - tailors
        (3) Assembly line workers

3. Clothing processors in the Community
    a. Identification of Clothing processors
        (1) Alteration department
        (2) Dry cleaning companies
        (3) Shoe repair shops
    b. Situations
        (1) Altering clothes
        (2) Cleaning clothes
        (3) Repairing footwear
    c. Tasks in clothing processing
        (1) Taking up seams
        (2) Folding clean clothes
        (3) Replacing worn or broken heels
    d. Workers
        (1) Bundler
        (2) Markers - assembly line workers
        (3) Shoemaker's helper

4. Clothing distributors in the Community
    a. Identification of clothing distributors
        (1) Department stores
        (2) Fabric warehouses
        (3) Cleaners and storage companies
    b. Situations in Clothing distribution
        (1) Showing and selling merchandise to customers
        (2) Distributing cloth to retail stores
        (3) Storing clothes for protection
    c. Tasks in clothing distribution
        (1) Making sure clothing stock is in order
        (2) Prepare cloth for delivery
        (3) Checking storage room temperature and/or identification on boxes
    d. Workers
        (1) Clothing stock room worker
        (2) Packer and wrapper
        (3) Storage room checker

Sample Speaking Vocabulary

| Using products and/or Services in the home and Community | Producers | Processors | Distributors |
|---|---|---|---|
| sewing machines | seamstress | cleaners | department stores |
| washing machines | tailors | laundries | distributors of clothing |
| drying machines | shoe repairs | leather | distributors of footwear |
| merchandise | shoe maker | | fabric warehouses |
| | altering | | |
| | stockroom worker | | |
| | storage checker | | |
| | packer | | |
| | customer | | |

DESIGN FOR DAILY LIVING: **Curriculum Development**

| | |
|---|---|
| **Problem:** | NON-OCCUPATIONAL ACTIVITIES |
| **Core V:** | **Producers, Processors, and Distributors in the Community** |
| **Scope:** | PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO THE NON-OCCUPATIONAL AREA IN THE COMMUNITY |

1. Using Non-occupational Producers, Processors, and Distributors as products and/or services in the home and community
   a. Non-occupational products that may be produced at home
      (1) Services
         (a) Identification of service
         (b) Workers
         (c) Situations
         (d) Tasks
      (2) Products
         (a) Identification of Product
         (b) Workers
         (c) Situations
         (d) Tasks
   b. Non-Occupational Products processed in the home
      (1) Identification
      (2) Workers
      (3) Situations
      (4) Tasks
   c. Non-occupational Products distributed in the home
      (1) Identification of products
      (2) Workers
      (3) Situations
      (4) Tasks

2. Non-occupational producers in the Community
   a. Identification
      (1) Bicycle manufacturing company
      (2) Fishing tackle manufacturing company
      (3) Toy factories
   b. Situations
      (1) Assemblies, bicycles and accessories
      (2) Producing fishing tackle and equipment
      (3) Making toys and recreational equipment
   c. Tasks
      (1) Putting bicycles together
      (2) Assembling fishing rods
      (3) Stuffing toys
   d. Workers
      (1) Riveter
      (2) Assembly line worker
      (3) Toy stuffer

3. Non-occupational processors in the Community
   a. Identification
      (1) Film developing companies
      (2) Water treating services
      (3) Kiln companies

- b. Situations
  - (1) Processing film
  - (2) Treating swimming pools
  - (3) Processing clay using the kiln
- c. Tasks in Non-occupationsl
  - (1) Placing processed negative in solution
  - (2) Putting chemicals in water
  - (3) Keeping kilns fired
- d. Workers
  - (1) Darkroom workers
  - (2) Pool maintenance workers
  - (3) Kiln fireman

5. Non-occupational distributors in the Community
   - a. Identification
     - (1) Toy dealers
     - (2) Hobby shops
     - (3) Pet shops
   - b. Situations
     - (1) Showing and selling toys
     - (2) Distribute equipment for hobbies
     - (3) Caring for unsold pets
   - c. Tasks in Non-occupational Activities
     - (1) Selling toys to customers
     - (2) Arrange display windows
     - (3) Bathing dogs
   - d. Workers
     - (1) Sales clerk
     - (2) Display men
     - (3) Kennel maintenance man

Sample Speaking Vocabulary

| Using Non-occupational Activities | Producers | Processors | Distributors |
|---|---|---|---|
| recreational | sale clerk | directors | supplies |
| educational | display men | collectors | hobby shops |
| collecting | kennel maintenance man | designing and making of original - | distributors of - |
| designing | | | -art supplies |
| remolding | photo plant workers | | -leather supplies |
| constructing | golf course workers | -musical inst. | -materials |
| participating in | park workers | -clothing articles | -sporting equipment |
| -clubs | toy stuffers | -costumes | |
| -bands | yardmen,etc. | -toys, etc. | |
| -orchestra | | interpreting | |
| -church | | -music | |
| -organizations | | -art | |
| | | -sports | |
| | | collecting | |
| | | -stamps | |
| | | -shells | |
| | | -rocks | |
| | | -seeds | |
| | | expressing ideas through | |
| | | -clay modeling | |
| | | -mask making | |
| | | -sculpture | |
| | | -painting | |

# DESIGN FOR DAILY LIVING

## CORE VI

DESIGN FOR DAILY LIVING: Curriculum Development for Children and Youth with Intellectual Disabilities

## PATTERN FOR SEQUENTIAL LEARNING OF CONCEPTS AND SPEAKING VOCABULARY

Educable Range: Intermediate Class

## Core VI: SERVICES AND SALES IN NEIGHBORHOOD AND SCHOOL

### Class Dimensions

| | |
|---|---|
| I.Q. | 56 to 80 |
| C.A. | 11-6 to 12-6 |
| M.A. | 6-5 to 9-6 |
| I.G.P. | 1.0 to 4.4 |

Individual inventory of cumulative concepts, vocabulary and skills; and—as needed—review of previous content related to problem

Perception through sensory-motor experiences of tasks and sequence of tasks in situations involving services and sales related to the persisting problem within pupils' experiences

Discrimination of likenesses and differences in situations involving services and sales through sensory-motor experiences with tasks and related tools

Recognition, and classification by kind, of situations involving services and sales related to the persisting problem

Association of common tasks in familiar situations, related to the persisting problem, with persons performing the tasks

Association of these workers' responsibilities with their capabilities

Perception of conduct in performance of tasks

Discrimination of likenesses and differences between conducts in performance of tasks

Recognition of conduct appropriate to performances of tasks

Association of appropriate conduct with personal achievement and social acceptance

# DESIGN FOR DAILY LIVING: Curriculum Development

Problem: PEOPLE
Core VI: Producers, Processors, and Distributors in our Trading Area

Scope: PEOPLE AS PRODUCERS, PROCESSORS, AND DISTRIBUTORS IN OUR TRADING AREA

1. People who produce Service related to our Government
   a. Elected officials - Mayor, etc.
   b. Postal workers
   c. Employment agency employees
   d. Justices of the Peace
   e. Armed Forces Personnel
   f. Internal Revenue Service employees
   g. Chamber of Commerce workers

2. People who produce services related to Public Utilities
   a. Employees of water companies
   b. Employees of gas companies
   c. Employees of electric companies
   d. Employees of telephone companies
   e. Employees of garbaga collecting companies

3. People who produce services related to Public Conveyance
   a. Travel agency employees
   b. Drivers of public conveyances
   c. Navigators
   d. Hosts and hostesses
   e. Baggage and freight workers

4. People who serve as Consultants and Advisors
   a. Guidance counselors
   b. Ministers
   c. Bankers
   d. Real estate agents
   e. Insurznce agents
   f. Lawyers

Problem: People
Scope: Producers, Processors, and Distributors Related to People in the Trading Area

## Sample Speaking Vocabulary

America
city
court
vote
state
post
porter
educational
military
president
mayor
election day
register
armed forces
post office
individual
organizations
unemployment
citizen
city council
governor
people
employ
postal
personal
bureau
sailor
government
congress
law
neighbor
privilege
postman
guidance
federal
soldier

## DESIGN FOR DAILY LIVING: Curriculum Development

Problem: BODY CARES
Core VI: Producers, Processors, and Distributors Related to Body Cares

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO BODY CARES IN OUR TRADING AREA

1. Body Cares products and/or services of the members of our families outside of our homes
    a. Body Care Products that are produced outside of our homes by our families
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks
    b. Body Care services produced outside of our home by our families
        (1) Identification
        (2) Workers
        (3) Situations
        (4) Tasks
    c. Body care products that are processed by members of our families outside the home
        (1) Identification
        (2) Workers
        (3) Situations
        (4) Tasks
    d. Body Care products that are distributed by members of our families outside our homes
        (1) Identification
        (2) Workers
        (3) Situations
        (4) Tasks

2. Producers of Products relating to Body Care within our Trading Area
    a. Identification of producers
        (1) Hearing-Aid manufacturing companies
        (2) Cosmetic manufacturing companies
        (3) Orthopedic supply manufacturing companies
    b. Situations relating to the production of Body Care products
        (1) Producing hearing-aids
        (2) Manufacturing cosmetics
        (3) Manufacturing orthopedic equipment
    c. Related Tasks
        (1) Carefully boxing completed aids
        (2) Putting ingredients in vats for mixing
        (3) Assembling orthopedic beds
    d. Related Workers
        (1) Packers
        (2) Machine Operators
        (3) Plant workers

3. Processors of products relating to Body Care
    a. Identification of products
        (1) Paper companies
        (2) Linen cleaning services
        (3) Hotel cleaning services
    b. Related Situations
        (1) Processing paper goods used in Body Care
        (2) Cleaning soiled linen
        (3) Cleaning hotels
    c. Related Tasks
        (1) Boxing paper products
        (2) Pressing linen
        (3) Cleaning rooms daily
    d. Related Workers
        (1) Boxers
        (2) Linen pressers
        (3) Hotel maids and janitors

4. Distributors of products relating to Body Care in the Trading Area
    a. Identification
        (1) Optical supply companies
        (2) Drug stores
        (3) Beauty shops/salons
    b. Related Situations
        (1) Supply optical supplies
        (2) Selling Body Care products
        (3) Servicing and selling beauty care products
    c. Related Tasks
        (1) Delivering frames
        (2) Keeping shelves stocked
        (3) Keeping salon neat and tidy
    d. Related Workers
        (1) Delivery men
        (2) Stock boys
        (3) Maid

Sample Speaking Vocabulary

Producers, Processors and Distributors of Body Care Products in our Trading Area

appointment
wardrobe
lovely
bathe
beauty shops
self-measurement
beauty-clinic
shampoo
wear
cleanliness
barber
hairdressers
purchase
drug
appearance
beauty
clear
beauty products
beauty aids
pleasant
druggist
articles
beautiful
bath
drug stores
cosmetic
patient
posture

Problem: FOOD
Core VI: Producers, Processors, and Distributors in the Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO FOODS IN THE TRADING AREA

1. Food products and/or service of the members of our families outside of our homes
    a. Food products that are produced outside of our homes by our families
        (1) Identification of the Product
        (2) Workers
        (3) Situations
        (4) Tasks
    b. Food services produced outside of our home by our families
        (1) Identification of services
        (2) Workers
        (3) Situations
        (4) Tasks
    c. Food products that are processed by members of the families outside of our homes
        (1) Identification of products processed
        (2) Workers
        (3) Situations
        (4) Tasks
    d. Food products that are distributed by members of our families outside of our homes
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks

2. Producers of food products within the Trading Area
    a. Identification of the producers
        (1) Fruit farming companies
        (2) Livestock farming companies
        (3) Apiary farms
    b. Situations relating to food production
        (1) Raising fruit
        (2) Raising livestock for food
        (3) Raising bees for honey
    c. Tasks in food production
        (1) Fruit pickers
        (2) Ranch hands
        (3) Bee keepers

3. Processors of food products
    a. Identification of Processors
        (1) Citrus packing companies
        (2) Commercial fisheries
        (3) Milling companies

b. Related Situations
    (1) Preparing fruit for shipping
    (2) Preparers of fish for sale
    (3) Process grain
c. Related Tasks
    (1) Packing fruit into crates
    (2) Cleaning fish
    (3) Placing grain in grinding machines
d. Related Workers
    (1) Fruit graders and packers
    (2) Fish cleaners
    (3) Milling plant workers

4. Distributors of food products in our Trading Area
    a. Identification of distributors
        (1) Fruit shippers
        (2) Caterers
        (3) Feed stores
    b. Related Situations
        (1) Distributing fruit and fruit products
        (2) Supplying prepared food for parties
        (3) Sell grain and feeds
    c. Related Tasks
        (1) Placing labels on boxes or crates
        (2) Preparing salad
        (3) Bagging and measuring feed
    d. Related workers
        (1) Shipping clerks
        (2) Salad makers
        (3) Baggers

Sample Speaking Vocabulary

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**Producers, Processors, and Distributors of Food Products and Services**

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pickers
ranch hands
fruit farms
grain
pantry
ware
measure
table ware
pastries
baker
chef

shippers
bee keepers
milling companies
caterer
scald
utensil
glassware
service
cafeteria
vegetables
"robbing" bees

packers
apiary farms
commercial fisheries
scrape
ingredient
platter
restaurant
preserves
scales
"grader"

livestock
truck farms
citrus
grill
tray
banquet
beverage
silver
cattle
ripe
crates

## DESIGN FOR DAILY LIVING: Curriculum Development

Problem: SHELTER AND NATURAL ENVIRONMENT
Core VI: Producers, Processors, and Distributors in Our Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO SHELTER AND NATURAL ENVIRONMENT IN OUR TRADING AREA

1. Producers and/or Services of the members of our families outside of our homes as related to Shelter and Natural Environment
    a. Products related to Shelter and Natural Environment that are produced outside of our homes by our families
        (1) Identification of the product
        (2) Workers
        (3) Tasks
        (4) Situations
    b. Services relating to Shelter and Natural Environment produced outside our homes by our families
        (1) Identification of Services
        (2) Workers
        (3) Situations
        (4) Tasks
    c. Products relating to Shelter and Natural Environment that are processed by members of our families outside our homes
        (1) Identification
        (2) Workers
        (3) Situations
        (4) Tasks
    d. Products that are related to Shelter and Natural Environment that are distributed by members of our families outside of our homes
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks

2. Producers of products relating to Shelter and Natural Environment within Trading Area
    a. Identification of the producers
        (1) Electrical appliance manufacturing companies
        (2) Chemical - paint companies
        (3) Air-conditioning manufacturing companies
    b. Situations related to the production of Shelter products
        (1) Manufacturing of electrical appliances
        (2) Produce paints
        (3) Manufacturing air conditioners
    c. Related Tasks
        (1) Wiring electrical stoves
        (2) Mix paint to right color
        (3) Assembling air conditioners
    d. Related Workers
        (1) Electricians and helpers
        (2) Paint mixers, machine operators
        (3) Assembly line workers

3. Processors of Products relating to Shelter and Natural Environment
    a. Identification of the Processors
        (1) Fertilizer companies
        (2) Rubber products companies
        (3) Galvanizing companies
    b. Related Workers
        (1) Inspectors - checkers
        (2) Fork-lift operators
        (3) Machine operators
    c. Related Situations
        (1) Processing fertilizers and insecticides
        (2) Processing rubber into products to be used in building
        (3) Galvanizing steel and other metals used in building
    d. Related Tasks
        (1) Checking labels
        (2) Transporting large pieces of rubber within the plant
        (3) Feeding metal into the machines

4. Distributors of products relating to Shelter and Natural Environment in our Trading Area
    a. Identification of the Distributors
        (1) Furniture companies
        (2) Mobile home dealers
        (3) Fuel and heating dealers
    b. Related Workers
        (1) Warehouse helpers
        (2) Maid - custodian
        (3) Fuel truck drivers and assistants
    c. Related Situations
        (1) Selling furniture
        (2) Selling mobile homes and trailers
        (3) Supplying fuel for heaters
    d. Related Tasks
        (1) Assembling furniture
        (2) Keeping mobile homes clean
        (3) Filling fuel tanks

## Sample Speaking Vocabulary

**Producers, Processors, and Distributors Related to Shelter and Natural Environment**

builders
contractors
architect
carpenter
lumbxr yards
steel
market
installment
electrician

electrical
appliance
chemical
wiring
assemble
metal
manager
housing
electricity

galvanize
fertilizers
insecticide
inspect
"fork-lift"
wire
fireman
examine
engine

mobile home
trailer
"camper"
"built-in"
fuel truck
manufacture
industry
electric
forelady

DESIGN FOR DAILY LIVING: Curriculum Development

Problem: COMMUNICATION
Core VI: Producers, Processors, and Distributors in Our Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO COMMUNICATIONS IN TRADING AREA

1. Communication products and/or Services of the members of our families outside our Homes
    a. Communication products that are produced outside of our Homes by our families
        (1) Identification of the product
        (2) Workers
        (3) Situations
        (4) Tasks
    b. Communication Services produced outside of our Homes by our families
        (1) Identification of the services
        (2) Workers
        (3) Situations
        (4) Tasks
    c. Communications products that are processed by members of our families outside of our homes
        (1) Identification of products processed
        (2) Workers
        (3) Situations
        (4) Tasks
    d. Communication products that are distributed by members of our families outside of our homes
        (1) Identification of the products
        (2) Workers
        (3) Situations
        (4) Tasks

2. Producers of Communication products within Trading Area
    a. Identification of the producers
        (1) Pencil companies
        (2) Sign manufacturing companies
        (3) Book binding companies
    b. Situations relating to communication production
        (1) Producing pencils
        (2) Production of signs
        (3) Binding books - supplying covers
    c. Tasks in Communication production
        (1) Feeding wood into machines
        (2) Lettering of signs
        (3) Bindery woman

3. Processors of Communication Products
    a. Identification of Processors
        (1) T.V. radio repair
        (2) Engraving equipment and supply company
        (3) Answering services

- b. Situations
    - (1) Servicing televisions
    - (2) Receiving and delivering messages to customers
- c. Tasks
    - (1) Checking T.V. tubes
    - (2) Fill orders from customers
    - (3) Answering telephone
- d. Workers
    - (1) Technicians - repairmen
    - (2) Stock boy
    - (3) Telephone Operator

4. Distributors of Communication products in our Trading Area
    - a. Identification of distributors
        - (1) Postal Workers
        - (2) Libraries
        - (3) News vending companies
    - b. Situations
        - (1) Delivery of mail
        - (2) Lending books
        - (3) Sales of Newspapers
    - c. Tasks
        - (1) Sorting mail
        - (2) Reshelving books
        - (3) Delivering daily news
    - d. Workers
        - (1) Mail sorters
        - (2) Library workers
        - (3) News boys

## Sample Speaking Vocabulary

### Producers, Processors, and Distributors of products related to Communication in our Neighborhood

communication
postage
letter
speedometer
fender
pressure
lettering
information
address
write
mail
ignition
battery
post
bindery
messenger
directory
read
your
distributor
guage
post office
license
maintenance
invitation
pencil
transmission
clutch
lubrication
signs
technician
repairs

Problem: TRANSPORTATION
Core VI: Producers, Processors, and Distributors in the Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO TRANSPORTATION AND CARRIERS IN THE TRADING AREA

1. Transportation products and/or services of the members of our families outside of our homes
    a. Transportation products that are produced outside of our homes by our families
        (1) Identification of the product
        (2) Workers
        (3) Situations
        (4) Tasks
    b. Transportation services produced outside of our homes by our families
        (1) Identification
        (2) Workers
        (3) Situations
        (4) Tasks
    c. Transportation products that are processed by members of our families outside of our homes
        (1) Identification of products processed
        (2) Workers
        (3) Situations
        (4) Tasks
    d. Transportation products that are distributed by our families outside of our homes
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks

2. Producers of Transportation products within the Trading Area
    a. Identification of the producers and services
        (1) Casting companies
        (2) Glass manufacturing companies
        (3) Trailer and camping companies
    b. Situations relating to Transportation products
        (1) Making castings for wheels
        (2) Manufacturing glass for vehicles
        (3) Building trailers and camping equipment
    c. Tasks in transportation production
        (1) Moulders
        (2) Glass cutters
        (3) Insulators

3. Processors of Transportation products
    a. Identification of processors
        (1) Transmission Shops
        (2) Tugboat companies
        (3) Steel companies

- b. Related Situations
    - (1) Repairing transmissions
    - (2) Towing large vessels to port
    - (3) Re-working railroad tracks
- c. Related Tasks
    - (1) Tearing down transmissions
    - (2) Tying ships to docks
    - (3) Replacing cross ties on tracks
- d. Related Workers
    - (1) Mechanics
    - (2) Deck Hands
    - (3) Section man

4. Distributors of transportation products in our Trading Area
    - a. Identification of distributors
        - (1) Industrial parts supply houses
        - (2) Automotive accessory dealers
        - (3) Water craft dealers
    - b. Related Situations
        - (1) Supply parts for vehicles
        - (2) Selling automotive accessories
        - (3) Selling water craft to customers
    - c. Related Tasks
        - (1) Keeping parts in order and in bins
        - (2) Delivering mirrors, etc., to car dealers and agencies
        - (3) Hitching boat trailers to cars
    - d. Related Workers
        - (1) Parts department workers
        - (2) Delivery boys
        - (3) Pzrts helper

## Sample Speaking Vocabulary

**Transportation Producers, Processors and Distributors in the Trading Area**

builders
pilot
driver
navigator
hostesses
fare

casting
moulding
insulating
pre-fabricated
casting
siding

transmission
tug boat
towing
vessels
tying
cross-tie
mechanics
deck hand
section man

industrial
automotive
accessory
crafts
hitch
parts department

## DESIGN FOR DAILY LIVING: Curriculum Development

Problem: CLOTHING
Core VI: Producers, Processors, and Distributors in the Trading Area
Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO CLOTHING IN THE TRADING AREA

1. Clothing products and/or services of the members of our families outside of our homes
   a. Clothing products that are produced outside of our homes by our families
      (1) Identification of the product
      (2) Workers
      (3) Situations
      (4) Tasks
   b. Clothing services produced outside of our homes by our families
      (1) Identification of the services
      (2) Workers
      (3) Situations
      (4) Tasks
   c. Clothing products that are processed by members of our families outside of our homes
      (1) Identification of products processed
      (2) Workers
      (3) Situations
      (4) Tasks
   d. Clothing products that are distributed by members of our families outside of our homes
      (1) Identification of products
      (2) Workers
      (3) Situations
      (4) Tasks

2. Producers of Clothing products within the Trading Area
   a. Identification of the producers
      (1) Textile manufacturers
      (2) Clothes designing companies
      (3) Shoe making companies
   b. Situations relating to clothing production
      (1) Making plastic products
      (2) Producing pattern designs
      (3) Making and/or remaking shoes
   c. Tasks in Clothing production
      (1) Filling molding machines with powders and/or pellets
      (2) Sending designs to publishers
      (3) Altering shoes - styles and repairs
   d. Workers related to Clothing Production
      (1) Textile plant workers
      (2) Envelope machine operators
      (3) Cobbler and helper

3. Processors of Clothing Products
   a. Identification of processors
      (1) Jewel cutters
      (2) Shoe shining companies
      (3) Leather and reptile processing plants

    b. Related Situations
        (1) Finishing and cutting raw material for jewelry
        (2) Shining shoes of customers
        (3) Processing skins and leather
    c. Related Tasks
        (1) Operating tumbling machines
        (2) Applying polish and buffing
        (3) Tooling the skins - imprinting the repeating pattern on the leather
    d. Related workers
        (1) Machine operators
        (2) Shoe shine boys
        (3) Toolers

4. Distributors of clothing products in our Trading Area
    a. Identification of Distributors
        (1) Uniform companies (rental establishments)
        (2) Millinery shops
        (3) Furriers
    b. Related Situations
        (1) Renting uniforms or other clothing
        (2) Selling hats to customers
        (3) Selling furs and fur products
    c. Related Tasks
        (1) Check clothing for any needed repairs
        (2) Boxing hats
        (3) Pulling purchases from cold storage and stock rooms
    d. Related Workers
        (1) Clothing checkers
        (2) Hat boxers
        (3) Stockroom workers

## Sample Speaking Vocabulary

Producers, Processors, and Distributors related to Clothing in the Trading Area

seamstress
tailors
alterations
hemming
altering
adjusting
cleaning
dye
mend
wringer
goods
bleach
production
re-finish

textile
plastic
synthetic
pattern
cobbler
letting out seams
pellet
family-finish
rinse
tape
lining
detergent
remnant
vat

jewels
reptile
tumbling
fluff and finish
buffing
design
tooler
buckle
tint
baste
pattern
extractor
satin
dissolve

uniforms
rental
millinery
furrier
cold storage
tooling
laundry
mangle
wring
fastener
shears
solvent
rayon
chemical

Problem: NON-OCCUPATIONAL ACTIVITIES
Core VI: Producers, Processors, and Distributors in our Trading Area

Scope: PRODUCERS, PROCESSORS, AND DISTRIBUTORS RELATED TO NON-OCCUPATIONAL ACTIVITIES IN OUR TRADING AREA

1. Producers and/or Services of the members of our families outside of our homes as related to Non-Occupational Activities
    a. Products related to Non-occupational activities that are produced outside the home by our families
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks
    b. Services relating to Non-occupational activities produced outside of our homes by our families
        (1) Identification of the services
        (2) Workers
        (3) Situations
        (4) Tasks
    c. Products relating to Non-occupationsl activities that are processed by members of our families outside of our homes
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks
    d. Products related to Non-occupational activities that are distributed by members of our families outside the home
        (1) Identification of products
        (2) Workers
        (3) Situations
        (4) Tasks

2. Producers of products relating to Non-occupational actities within the trading area
    a. Identification of the producers
        (1) Bowling supply manufacturing companies
        (2) Artistic Materials and equipment supply stores
        (3) Luggage manufacturing companies
    b. Situations relating to production of non-occupational activity products
        (1) Manufacturing bowling equipment
        (2) Providing art materials
        (3) Producing luggage and related items
    c. Related tasks
        (1) Sizing holes in bowling balls
        (2) Assembling "kits and sets" of supplies
        (3) Checking completed cases
    d. Related workers
        (1) Assembly line workers
        (2) Packers
        (3) Checkers

3. Processors of products relating to Non-occupational Activities

- a. Identification of the processor
    - (1) Amusement parks
    - (2) Marine service companies
    - (3) Catering service
- b. Related Situation
    - (1) Entertaining people with amusement rides, etc.
    - (2) Maintaining and storing boats
    - (3) Caterer for parties
- c. Related Tasks
    - (1) Operating rides
    - (2) Painting boats with protective coating
    - (3) Decorating cakes for parties

4. Distributors of products relating to Non-Occupational Activities in our Trading Area
    - a. Identification of the distributors
        - (1) Amusement equipment delivery stores
        - (2) Athletic and sport supply houses
        - (3) Hotel supply houses
    - b. Related Situations
        - (1) Setting up carnival rides
        - (2) Supplying athletic equipment to stores and dealers
        - (3) Distributing supplies to hotels
    - c. Related Tasks
        - (1) Placig rides and parts in proper position
        - (2) Delivering athletic equipment to stores
        - (3) Parking proper amounts of supplies in boxes
    - d. Related Workers
        - (1) Carnival roustabout
        - (2) Delivery boys
        - (3) Packers

## Sample Speaking Vocabulary

Producers, Processors, and Distributors of products and services used in Non-Occupational Activities

artistic
amusement
marine
appreciate
jewelry
luggage
assembling
tugboat
recreation
luxury
supply
protective
hobby
camera
success
decorate
cater
vocation
entertainment

# SUGGESTED MATERIALS
# FOR
# DEVELOPMENT OF
# SOCIAL AND FUNCTIONAL SKILLS

## Primary Materials

1. Refer to book lists in Curriculum Guide

2. Red, Blue, & Green Books

   Learning to Think Series
   Science Research Associates, Inc.
   259 East Erie Street
   Chicago, Illinois

3. Botel, Spelling & Writing Patterns - Book A

   Follett Publishing Company
   1010 West Washington Blvd.
   Chicago, Illinois

4. Rainbow Dictionaries, Windell Wright $4.95

   World Publishing Company
   New York, New York

5. Billy's Friends (annotated)

   Follett Publishing Company
   Chicago, Illinois

6. Contiental Press - (Liquid Duplicators) (All level I for Primary Cores)
   127 Cain Street, N.W.
   Atlanta 3, Georgia
   (Perhaps can be ordered through Newton's, All Florida School Supply)

7. State Adopted Text Books - B ook Depository

   a. Arithmetic - We Begin Numbers * More About Numbers
      More About Numbers - Teachers Edition

   b. Health Education - Happy Days With Our Friends also
      Good Times With Our Friends
      Teacher's Edition
   c. Scott, Foresman and Company

   d. Social Studies - At Home (primer) also teacher's ed. $1.72
      At School - (for Core III) also teacher's edition $1.80

      Scott, Foresman, & Company
      Chicago, Ill. 60611
      Atlanta, Ga. 30305

## Intermediate Materials

1. Refer to book lists in Curriculum Guide

2. Our Working World
   Consists of test, record set, activity books, teacher materials, and training materials (filmstrips)

   Science Research Associates, Inc.
   259 East Erie Street
   Chicago, Ill. 60611

3. Botel, Spelling and Writing Patterns - Book B

   Follett Publishing Company

4. Billy's Neighbors

   Follett Publishing Company
   1010 W. Washington Blvd.
   Chicago, Illinois 60607

5. Continental Press (Liquid Duplicators)(All level II for Intermediate Cores)

   127 Cain Street
   Atlanta, Georgia

6. Florida State adopted text books

   a. Arithmetic - New Discovering Numbers
      Teacher's Edition
   b. Health Education - Three Friends Teacher's Edition
      Scott, Foresman, & Company
   c. Social Studies - In the Neighborhood
      Scott, Foresman, & Company

## BOOKS FOR YOUR LIBRARY

Arithmetic Games, Enoch Dumas (2nd Edition) Fearon Publishers
2263 Union St., San Francisco, Calif.

Living Together in the Modern World, 8 Volumes-Creative Educational Society, Inc., Mankato, Minn.
The volumes are one for eanh of following subjects: Food, Shelter, Natural Resources, Human Resources, Clothing, Transportation, Communication and Index

The Rainbow Dictionary, Wendell Wright, The World Publishing Company - Cleveland and New York

Distinguished Melmont, Look-Read-Learn Books, Melmont Publishers, Inc. Chigago, Ill.

Such books titles as: $2.50 each

About Jack's Dental Check-up by Ruth Jubelier

About News and How It Travels

About Our Weather

At Books such as:

At the Bank, At the Dry Cleaners

Good Times Books such as:

Good Times With Maps

A Hotel Holiday Carla Green

Noisy Books, published by Harper and Brothers Publishers, N.Y.- such as:

The Country Noise Book Margaret Wise Brown

The Noisy Book Margaret Wise Brown(Shelters & Seasons)

The Seashore Noisy Book

Children's Press, The True Book Series, Chicago 7, Ill. $2.00 such as:

Ture Book of: Your Body and You
Trees
Plants We Know
Conservation
True Book of: Sounds We Hear, Illa Podendorf

I Want to be Series: Such as:
I Want to be a Policeman

## Suggested Elementary Filmstrips

Eye Gate House Inc.
146-01 Archer Avenue
Jamaica, N.Y. 11435

### Primary

| | |
|---|---|
| Core I - (150) | Picture Stories - Readiness |
| Core I - (121) | Social Studies - Rhymes - Readiness |
| Core I - III(66) | Story of Our Holidays |
| Core I - III(7-25) | Oaktree - (Seasons)<br>(Records and filmstrips) |
| Core III - (ME-90) | Let's Go and Learn |

### Intermediate

| | |
|---|---|
| Core IV - (107) | Some Neighborhood Helpers |
| Core IV - (96) | Our Neighborhood Workers |
| Core IV - (66) | Story of Our Holidays |

Medical Books for Children, Upper Mid-West Building $2.75
Minneapolis, Minnesota

Dear Little Mumps Child
Dentist's Tools
Doctor's Tools
How We Hear
Karen Gets a Fever
Lefty (story of lefthandedness)
Michael Gets the Measles
Penny the Medicine Maker (story of Penicillin)
Peter Gets the Chicken Pox
Red Man, White Man, African Chief (story of skin color)
Twins, Why Glasses?

The Little Farmer by Margaret Wise Brown, E. M. Hale & Co.
Eau Claire, Wisconson

My Family, by Mirian Schlein, Abelard-Schuman, New York
(good for Core I)

Mine for Keeps, Jean Little, Little Brown Publishers, $3.75
(Cerebral Palsy) (8-I2 C.A.)

The Land of Silence, Wright, Friendship Press, 475 Riverside Drive
New York 27, New York $2.95

Mary Lou and Johnny, Mildred Hank, Franklin Watts Publishers $2.95
575 Lexington Ave., New York 22, N.Y.
(Handicapped Children in Public Schools)

G. P. Putnam's Sons, New York $1.86 LET'S GO BOOKS ( Inside jacket covers show related subject areas and activities, art, social studies, English, arithmetic, and science)
such as: Let's Go to a Clothing Factory by Harry Lazarus
Other books are: LET'S GO

To an Airport
To an Art Museum
To a Bakery
To a Bank
To a Ballet
To a Candy Factory
To the Capitol
To a Circus
To a City Hall
To a Concert
To a Dairy
To a Dentist
To a Farm
To the F.B.I.
To a Firehouse
To a Freightyard
To a Garage
To a Harbor
To Watch a Building Go Up
To a Hospital
To the Library
For a Nature Walk
To a Newspaper
To a Planetarium
To a Police Station
To a Post Office
To a Rocket Base
To a Sanitation Dept.
To a Rubber Plant
To a School
To a Steel Mill
To a Super Market
To the Supreme Court
To the Telephone Co.
To a Television Station
To the U.N. Headquarters
To the U.S. Mint
To the White House
To the Zoo

Benefic Press, 1900 N. Narragansett, Chicago 39, Ill. (about $1.35)
Supplementary Science, What Is It Series such as:
What is a Plant? What is a Season? What is Electricity?

The How Series such as:
How We Get Our Mail How Airplanes Help Us

Home Environment Series

| | | | |
|---|---|---|---|
| Our Day | Readiness | $1.14 | |
| Our Way | PP | 1.14 | Primary Cores |
| Our Family | P | 1.20 | |
| Our Home and School | 1 | 1.41 | Core I |
| Our Neighborhood | 2 | 1.65 | Core II |
| Our Community | 3 | 1.95 | Intermediate Cores |

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| | Reading | Interest | |
|---|---|---|---|
| School and Play | 1 | 1-2 | $1.47 |
| Making Friends | 2 | 2-4 | 1.65 |

## AYERS' SPELLING SCALE

In order to provide a standard series of words for measuring spelling achievement, Monroe adopted from Ayer's Scale a list of 80 words, arranged for grades I-II, III-IV, and VII-VIII. The scale appears on the back page of the test blank.

The score for each list is the percentage of words correct. If a child for example, gives 8 of the 10 words correctly, his score is 80. Score separately oral and written production. Begin with List I-II. If the child receives a score of 50 or more on a list, give the next higher list. If he received less than 50, do not give a higher list. Translate the schros into grade-equivalent scores from the following table.

| | List I-II | List III-IV | List V-VI | List VII-VIII |
|---|---|---|---|---|
| Raw Score | Grade Score | Grade Score | Grade Score | Grade Score |
| 0 | 1.0 | 1.6 | 2.3 | 3.4 |
| 10 | 1.3 | 1.8 | 2.6 | 3.8 |
| 20 | 1.5 | 2.0 | 2.8 | 4.5 |
| 30 | 1.7 | 2.2 | 3.1 | 4.7 |
| 40 | 1.8 | 2.5 | 3.4 | 5.0 |
| 50 | 2.1 | 2.8 | 3.7 | 5.3 |
| 60 | 2.3 | 3.1 | 4.1 | 5.7 |
| 70 | 2.5 | 3.5 | 4.6 | 6.3 |
| 80 | 2.7 | 4.0 | 5.5 | 7.1 |
| 90 | 3.1 | 4.7 | 6.5 | 8.5 |

Count 100% as 90% except in instances whereby the child would be penalized. Average the scores for oral and written spelling separately. The following example will illustrate the use of the scale: A child was given List I-II orally, making a score of 100. He was then given List III-Iv, scoring 70. Since 70 is greater than 50, he was given List V-Vi, scoring 40. His grade scores were 3.1 for List I-II, 3.5 for List III-IV, and 3.4 for List V-VI. He would, therefore, be penilized by counting the 106 as 90 in List I-II, since the grade score of 3.1 is less than that of the next two lists. His average for oral spelling, omitting 3.1 was therefore, the average between 3.4 and 3.5 or 3.45. In written spelling, he scores 100 on List I-II, 50 on List III-IV, and 20 on List V-VI. His grades were 3.1, 2.8, and 2.8 on each list. In written spelling, he was credited with the good performance on List I-II and his average for written spelling was 2.9. He was, therefore, better in oral than written spelling. His average spelling grade, to be recorded on the first sheet on the blank, was the average between 3.45 and 2.9, or 3.2.

## SPELLING TESTS

1. Ayers' Spelling Scale: Oral  Average Grade__________

| Grades 1-2 | Grades 3-4 | Grades 5-6 | Grades 7-8 |
|---|---|---|---|
| day | catch | eight | often |
| eat | black | afraid | stopped |
| sit | warm | uncle | motion |
| lot | unless | rather | theater |
| box | clothing | comfort | improvement |
| belong | began | elect | century |
| door | able | aboard | total |
| yes | gone | jail | mention |
| low | suit | shed | arrive |
| soft | track | retire | supply |
| Grade______ | Grade_______ | Grade_______ | Grade_______ |

2. Ayers' Spelling Scale: Written  Average Grade__________

| Grades 1-2 | Grades 3-4 | Grades 5-6 | Grades 7-8 |
|---|---|---|---|
| how | watch | know | assist |
| stand | dash | remain | difference |
| bring | fell | direct | examination |
| tell | fight | appear | particular |
| ball | buy | liberty | affair |
| ask | stop | enough | course |
| way | walk | fact | neither |
| has | grant | September | local |
| baby | soap | station | marriage |
| ran | news | between | further |
| Grade______ | Grade________ | Grade_____ | Grade________ |

## TEACHER TESTING - INFORMAL CHECK ON READING LEVEL
### Oral Reader Test -- Form 6T
### Weekly Reader

General Procedures:

1. Test a beginning and end of the school year.
2. Place in reading group initially based on test results.
3. Start at a lower reading level than at the close of the previous year.

Levels of Reading:

1. Free reading level: read independently with ease and comprehension - no less than 90% on test.
2. Instructional level: highest level of reading with success under teacher's guidance - no less than 75% score on test.
3. Frustration reading level: inability to comprehend - 50% or less score on test.

Informal Tests:

1. Word Recognition Test
   If pupil misses in any one list more than five words, thus scoring less than 75%, the grade reader indicated at the top of the list is too difficult for him.

| Pre-Primer | Primer | 1st Reader | 2nd Reader | 3rd Reader |
|---|---|---|---|---|
| the | like | many | air | above |
| a | our | be | cook | were |
| and | girl | time | know | kept |
| I | no | thing | sidd | also |
| too | did | way | noise | beautiful |
| mother | me | other | dress- | fasten |
| is | do | when | bark | stove |
| you | with | their | string | invite |
| come | for | would | through | float |
| father | her | work | across | empty |
| little | [illegible] | night | over | heard |
| said | away | off | floor | clothe |
| big | are | old | wash | hundred |
| in | red | again | while | careful |
| here | they | water | beauty | wonderful |
| go | ate | took | hard | different |
| can | some | know | anything | lovely |
| we | want | please | behind | whole |
| play | walk | next | build | indeed |

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*Adapted from material in Program Planning for Special Adjustment Classes, Department of Special Education, Miami: Dade County Board of Instruction, 1958, pp. E-2 to E-5.

2. Comprehension test
If pupil misses more than 75% of the reading and fact questions combined, the grade reader indicated is too difficult for him.

A. 1.5 Reader

A dog saw a cat. The dog said, "I can catch you."
The cat said, We shall see."
The cat ran. The dog ran after him. The cat ran up a tree.
The cat said, "Catch me if you can."

What did the dog think he could do to the cat? (catch it)
What did the dog do? (ran after the cat)
Where did the cat run? (up the tree)

B . 2.5 Reader

A boy had a dog and a black pony that were friends. The pony ate out of the same dish with the dog. When the little boy and the dog went into the house, the pony wanted to go with them. If the door was open, in he walked.

Who had two pets that were good friends? (a boy)
What were the pets? (a dog and a pony)
What did the pony want to do when the boy and the dog went into the house? (go with them)

C. 3.5 Reader

Freezing bread is a new idea. It was found by accident. Some explores went to the South Pole. It was freezing cold there all the time. The wxplorers left some food at the South Pole. Six years later, the explorers went back. They found the food. It was still good! They thawed the bread and ate it. When the men came back to the United States, they told about the bread. A baker decided to freeze the bread for his customers. You can now buy frozen bread. It can be kept in a deep freezer.

How long was it before the explorers returned to the South Pole? ( 6 years)
What did the men do with the bread they had left there? (thawed it and ate it)
Who decided to freeze bread to sell? (a baker)

D. 4.5 Reader

Animals have many different kinds of tongues. They are often used as tools. The cat has a very rough tongue. It is used as a file. The cat easily licks meat from bones with its tongue. Most dogs have flat tongues. They are flat at the edges. A dog lapping water can curl the edge of its tongue to lift water into its mouth. The anteater has a long, sticky tongue. This animal pushes its tongue into anthills.

For what do animals use their tongues? (tools)
What animal uses its tongue as a file? (a cat)

What does a dog do to life water into its mouth?
(curl the edge of its tongue)
How does an anteater get its food? (pushes its tongue into anthills)

E. 5.5 Reader

Some of the strangest houses in the world are those built by the birds and animals.
Those weaverbirds of Africa built aparment houses of grass.
Hundreds of weaverbirds live in separte "rooms" in one big apartment house.
Some birds like houses that are nothing but cellars.
Prairie dogs dig holes under-ground for their homes.
Raccoons like to live "upstairs". They like holes high in hollow trees.
Squirrels also like this kind of home.
Otters like houses with a "river view." These animals make their homes in the banks of streams.

What kinds of birds build apartment houses of grass?
(weaverbirds)
Where do prairie dogs make their homes? (under ground)
Name two animals that like to live "upstairs".
(raccoons and squirrels)
What animal likes a "river view"? (otter)

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## ALPHABETICAL LIST OF DOLCH'S FIRST THOUSAND WORDS FOR CHILDREN'S READING
### (Graded for Special Pupils)[2]

| | |
|---|---|
| *a | pp |
| *above | p |
| about | 2 |
| accident | 3 |
| ache | 4 |
| across | 1 |
| act | 3 |
| address | 3 |
| afraid | 1 |
| *after | p |
| afternoon | 2 |
| #again | p |
| against | 3 |
| ago | 2 |
| air | 2 |
| airplane | 1 |
| *all | p |
| almost | 2 |
| alone | 2 |
| along | 1 |
| already | 3 |
| also | 2 |
| #always | 1 |
| *am | pp |
| *an | p |
| *and | pp |
| angry | 2 |
| animal | 1 |
| another | 1 |
| answer | 2 |
| ant | / |
| #any | 1 |
| anything | 2 |
| apple | p |
| *are | pp |
| arm | 1 |
| *around | p |
| *as | 1 |
| #ask | p |
| *at | p |
| #ate | p |
| aunt | 2 |
| automobile | 2 |
| awake | 2 |
| *away | pp |

| | |
|---|---|
| baby | pp |
| back | p |
| bad | p |
| bag | 1 |
| bake | 2 |
| ball | p |
| balloon | 2 |
| banana | |
| band | 3 |
| bandage | — |
| bank | 3 |
| bark | 2 |
| barn | p |
| basket | 1 |
| bath | 2 |
| bathe | |
| *be | p |
| bean(s) | 2 |
| bear | 1 |
| beat | 3 |
| beautiful | 2 |
| #because | 2 |
| #bed | 1 |
| bee | |
| #before | 2 |
| #been | 1 |
| began | 1 |
| begin | 2 |
| begun | |
| behind | 1 |
| believe | 2 |
| bell | 1 |
| belong | 2 |
| bend | |
| beside | 2 |
| #best | 1 |
| #better | 1 |
| between | 2 |
| bicycle | 3 |
| *big | pp |
| bill | 2 |
| bird | p |
| birthday | 1 |
| bit | 2 |
| bite | 2 |
| *black | p |
| blackboard | |
| bleed | 4 |
| bless | |

| | |
|---|---|
| blind | 4 |
| blood | 4 |
| blow | 2 |
| *blue | p |
| board | 2 |
| boat | 1 |
| ~~body~~ | 3 |
| bone | 3 |
| book | 1 |
| born | 3 |
| #bottle | 2 |
| bottom | 2 |
| bow | 4 |
| bowl | 4 |
| box | p |
| boy | pp |
| branch | 3 |
| brave | 2 |
| bread | p |
| break | 3 |
| breakfast | 2 |
| brick | 3 |
| bridge | 2 |
| bright | 2 |
| #bring | 1 |
| broke | 2 |
| broken | 4 |
| broom | |
| brother | 2 |
| brought | 2 |
| *brown | p |
| bug | 2 |
| build | 2 |
| building | 2 |
| built | 2 |
| bump | 4 |
| burn | 2 |
| burnt | |
| bus | 2 |
| busy | 2 |
| *but | p |
| butcher | 3 |
| butter | 2 |
| butterfly | |
| button | 2 |
| #buy | 1 |
| *by | p |

| | |
|---|---|
| cake | p |
| calf | |
| *call | p |
| *came | p |
| camp | 3 |
| *can | pp |
| candy | 1 |
| cap | 2 |
| captain | 4 |
| car | pp |
| card | 3 |
| care | 1 |
| careful | 2 |
| careless | |
| *carry | 2 |
| case | 3 |
| cat | p |
| catch | 1 |
| cause | 3 |
| cent | 3 |
| center | 3 |
| chain | 4 |
| chair | p |
| chalk | |
| chance | 3 |
| change | 2 |
| cheek | 4 |
| chicken | 2 |
| chief | 4 |
| child | 2 |
| children | p |
| chimney | |
| chin | 4 |
| chocolate | 4 |
| choose | 2 |
| Christmas | 1 |
| church | 3 |
| circle | 3 |
| circus | 1 |
| city | 1 |
| class | 3 |
| #clean | 2 |

| | |
|---|---|
| clear | 2 |
| climb | 1 |
| clock | p |
| close | 2 |
| cloth | 2 |
| clothes | 2 |
| cloud | 3 |
| clown | 2 |
| coal | 2 |
| coat | 1 |
| cocoa | 3 |
| *cold | 1 |
| color | 1 |
| *come | pp |
| company | 3 |
| cook | 2 |
| cooky | 2 |
| cool | 2 |
| copy | 3 |
| corn | 1 |
| corner | 2 |
| cost | 3 |
| cough | |
| #could | 1 |
| count | 1 |
| country | 1 |
| course | 3 |
| cousin | 3 |
| cover | 1 |
| cow | p |
| ~~cracker(s)~~ | |
| crayon(s) | |
| cream | 2 |
| creek | 1 |
| cross | 1 |
| crowd | |
| crown | |
| cry | |
| cup | |
| cupboard | |
| curtain | |
| #cut | |

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[1] Dolch, Edward W. Problems in Reading. Champaign, Illinois: Garrard Press, 1948. pp. 123-129.

*Word included in easier half of Dolch's list of 220 basic sight vocabulary

#Word included in harder half of Dolch's list of 220 basic sight vocabulary

[2] Tudyman, Al, and Groelle, Marvin. A Functional Basic Word List for Special Pupils. Pittsburgh: Stanwix House, 1958. 63 pp.

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| | |
|---|---|
| dance | 1 |
| danger | 1 |
| dark | 1 |
| date | 2 |
| day | p |
| dead | 3 |
| dear | 1 |
| deep | 2 |
| dentist | 3 |
| desk | 3 |
| *did | pp |
| die | 3 |
| different | 2 |
| dinner | p |
| dig | 3 |
| dime | 3 |
| dining | 3 |
| dirt | 2 |
| dirty | |
| dish | 1 |
| *do | p |
| doctor | 3 |
| #does | 1 |
| dog | pp |
| doll | p |
| dollar | 3 |
| #done | 2 |
| *don't | 1 |
| door | p |
| double | 3 |
| *down | pp |
| #draw | 1 |
| drawer | |
| dream | 2 |
| dress | 1 |
| #drink | 1 |
| drive | 2 |
| drop | 1 |
| drug | |
| dry | 1 |
| duck | 1 |
| dust | 2 |

| | |
|---|---|
| each | 1 |
| ear | 1 |
| early | 1 |
| earth | 3 |
| Easter | 3 |
| east | 3 |
| easy | 1 |
| *eat | pp |
| edge | 2 |
| egg | p |
| #eight | 2 |
| either | 2 |
| elephant | 1 |
| eleven | 3 |
| else | 2 |
| empty | 4 |
| end | 1 |
| engine | 4 |
| enough | 2 |
| eraser | |
| even | 2 |
| evening | 2 |
| ever | 1 |
| #every | p |
| everything | 1 |
| except | 3 |
| expect | 3 |
| eye | 1 |

| | |
|---|---|
| face | 1 |
| fair | 2 |
| #fall | p |
| family | 1 |
| #far | 1 |
| farm | p |
| farmer | 1 |
| fast | p |
| fat | 1 |
| father | pp |
| feather | 5 |
| feed | 1 |
| feel | 2 |
| feet | 1 |
| fell | 1 |
| fellow | 4 |
| felt | 2 |
| fence | 2 |
| few | 2 |
| field | 2 |
| fight | 2 |
| fill | 1 |
| *find | pp |
| fine | 1 |
| finger | 3 |
| finish | 2 |
| fire | 1 |
| #first | 1 |
| fish | 1 |
| fit | 3 |
| *five | 1 |
| fix | 3 |
| flag | 2 |
| floor | 1 |
| flower | 1 |
| *fly | 1 |
| follow | 2 |
| food | 1 |
| foot | 2 |
| *for | pp |
| forget | 2 |
| forgot | 2 |
| fork | 4 |
| forth | |
| #found | p |
| #flour | p |
| fresh | 2 |
| friend | pp |
| frog | 4 |
| *from | p |
| front | 1 |
| fruit | 1 |
| #full | 1 |
| *funny | p |
| fur | 4 |
| furniture | 5 |

| | |
|---|---|
| game | p |
| garage | 3 |
| garden | 1 |
| gate | 1 |
| #gave | p |
| *get | p |
| gift | 3 |
| girl | pp |
| *give | p |
| glad | 1 |
| glass | 1 |
| *go | pp |
| #goes | 1 |
| *going | p |
| gold | 2 |
| golden | |
| gone | 1 |
| *good | pp |
| goodbye | p |
| #got | 1 |
| grade | 2 |
| grain | 5 |
| grandfather | 1 |
| grandmother | 1 |
| grass | 1 |
| gray | 1 |
| great | 2 |
| *green | p |
| grew | 1 |
| grocery | 3 |
| ground | 1 |
| #grow | 1 |
| guess | p |

| | |
|---|---|
| *had | p |
| half | 1 |
| hall | 2 |
| hammer | 3 |
| hand | 1 |
| handkerchief | 2 |
| hang | 2 |
| happy | p |
| hard | 1 |
| *has | pp |
| hat | 1 |
| *have | pp |
| *he | pp |
| head | p |
| hear | 1 |
| heard | 1 |
| heart | 3 |
| heavy | 2 |
| hello | 1 |
| *help | pp |
| hen | 4 |
| *her | p |
| *here | pp |
| herself | 2 |
| hid | 2 |
| hide | 1 |
| high | 1 |
| hill | 1 |
| *him | p |
| himself | 2 |
| *his | p |
| hit | 2 |
| #bold | 1 |
| hole | 2 |
| home | p |
| hope | 2 |
| horse | 1 |
| #hot | 1 |
| hour | 3 |
| house | pp |
| #how | p |
| hundred | 3 |
| hung | 3 |
| hungry | 1 |
| hunt | 2 |
| hurry | 1 |
| #hurt | 1 |

---

| | |
|---|---|
| *I | pp |
| ice | 2 |
| *if | 1 |
| *in | pp |
| indoors | |
| inside | 1 |
| instead | 3 |
| *into | p |
| iron | 3 |
| *is | pp |
| *it | pp |
| *its | 1 |
| juice | 4 |
| *jump | pp |
| #just | 1 |
| #keep | 1 |
| kept | 3 |
| kick | 3 |
| kill | 3 |
| #kind | 1 |
| king | 3 |
| kiss | 3 |
| kitchen | 2 |
| kitten | 4 |
| knee | 3 |
| knew | 2 |
| knife | 4 |
| knock | 3 |
| know | p |

| | |
|---|---|
| lady | 3 |
| laid | 3 |
| lake | 3 |
| lamb | 3 |
| lamp | 2 |
| land | 2 |
| lap | |
| large | 2 |
| last | 1 |
| late | 2 |
| #laugh | p |
| lay | 1 |
| lead | 3 |
| leaf | 2 |
| learn | 2 |
| leather | 5 |
| leave | 2 |
| leaves | 1 |
| led | 4 |
| left | 1 |
| leg | 1 |
| lemonade | |
| lesson | 3 |
| #let | pp |
| letter | 1 |
| lettuce | 3 |
| lie | 3 |
| lift | 2 |
| #light | 2 |
| *like | p |
| line | 2 |
| lion | 2 |
| lip | 3 |
| listen | 2 |
| *little | [illegible] |
| #live | p |
| load | 2 |
| #long | 1 |
| *look | pp |
| lost | 1 |
| lot | 2 |
| loud | 2 |
| love | 2 |
| low | 3 |
| lunch | 2 |

| | |
|---|---|
| #made | p |
| mailman | 2 |
| *make | p |
| man | p |
| #many | 1 |
| march | 3 |
| mark | 3 |
| market | 2 |
| matter | 2 |
| *may | pp |
| #me | pp |
| mean | 3 |
| measure | 3 |
| meat | 2 |
| medicine | 5 |
| meet | 2 |
| men | 1 |
| mend | 4 |
| met | 1 |
| middle | 2 |
| might | 2 |
| mile | 3 |
| milk | p |
| mill | 3 |
| mind | 3 |
| mine | 2 |
| minute | 2 |
| mirror | 5 |
| miss | 2 |
| Miss | 1 |
| money | 3 |
| monkey | 3 |
| month | 2 |
| moon | 3 |
| more | 1 |
| morning | 2 |
| most | 1 |
| mother | pp |
| mountain | 2 |
| mouse | 4 |
| mouth | 1 |
| move | 1 |
| Mr. | 1 |
| Mrs. | 1 |
| #much | 1 |
| music | 3 |
| #must | p |
| *my | pp |
| *myself | 2 |

| | |
|---|---|
| nails | 1 |
| name | p |
| nap | 2 |
| napkin | |
| near | 1 |
| neck | 3 |
| need | 1 |
| neighbor | 3 |
| neither | 3 |
| nest | 1 |
| #never | 1 |
| #new | p |
| next | 1 |
| nice | 2 |
| nickel | 1 |
| night | p |
| nine | 2 |
| *no | p |
| noise | 1 |
| none | 1 |
| noon | 2 |
| nor | 3 |
| north | 3 |
| nose | 1 |
| *not | pp |
| note | 3 |
| nothing | 1 |
| #now | p |
| number | 2 |
| nurse | 3 |
| nut | 1 |
| oak | 4 |
| ocean | 3 |
| *of | p |
| #off | 1 |
| office | 3 |
| often | 2 |
| oh | p |
| *old | p |
| *on | pp |
| #once | 1 |
| *one | pp |
| #only | 1 |
| #open | p |
| #or | p |
| orange | 1 |
| other | 1 |
| ought | 5 |
| #our | p |
| *out | p |
| outdoors | |
| outside | 2 |
| *over | p |
| overalls | |
| #own | 1 |

| | |
|---|---|
| page | 2 |
| pail | 3 |
| pain | 4 |
| paint | 1 |
| pair | 3 |
| pan | 2 |
| pants | 4 |
| paper | 1 |
| parade | 2 |
| part | 2 |
| party | p |
| pass | 3 |
| past | 2 |
| paste | 3 |
| path | 3 |
| pay | 2 |
| peach | 4 |
| peas | 2 |
| pen | 3 |
| pencil | 3 |
| penny | 1 |
| people | 1 |
| pet | p |
| #pick | 1 |
| picnic | 2 |
| picture | p |
| pie | p |
| piece | |
| pig | p |
| pillow | 4 |
| place | 3 |
| plain | 4 |
| plant | 2 |
| plate | 2 |
| play | pp |
| #please | p |
| pocket | 1 |
| point | 2 |
| policeman | 1 |
| pond | 4 |
| pony | 3 |
| poor | 1 |
| porch | 2 |
| post | 3 |
| pot | 2 |
| potatoes | 2 |
| pound | 3 |
| present | 2 |
| press | 4 |
| #pretty | p |
| #pull | 1 |
| puppy | 3 |
| *put | p |
| puzzle | 4 |

---

| | |
|---|---|
| quarter | 3 |
| queen | 3 |
| question | 3 |
| quick | 2 |
| quiet | 2 |
| quite | 4 |
| rabbit | p |
| race | 2 |
| radio | 2 |
| rag | 4 |
| rain | 1 |
| *ran | pp |
| rather | 3 |
| reach | 2 |
| #read | p |
| ready | p |
| real | 2 |
| reason | 3 |
| *red | p |
| remember | 2 |
| rest | pp |
| ribbon | 3 |
| rich | 3 |
| *ride | pp |
| #right | p |
| ring | 1 |
| river | 1 |
| road | 1 |
| robin | 1 |
| rock | 3 |
| roll | 1 |
| roof | 2 |
| room | 1 |
| rooster | 4 |
| root | 4 |
| rose | 3 |
| #round | 1 |
| row | 3 |
| rub | 3 |
| rubber | 3 |
| rug | 2 |
| ruler | |
| *run | pp |
| *said | pp |
| sail | 3 |
| salt | 3 |
| same | 2 |
| sand | 1 |
| sandwich | 4 |
| sat | p |
| save | 2 |
| *saw | pp |

| | |
|---|---|
| #say | p |
| school | p |
| scissors | 4 |
| scooter | p |
| sea | 3 |
| season | 3 |
| seat | 2 |
| second | 2 |
| *see | pp |
| seed | 1 |
| seem | 2 |
| seen | 1 |
| self | 3 |
| sell | 2 |
| send | 2 |
| sent | 3 |
| serve | 3 |
| set | 2 |
| #seven | 2 |
| several | 3 |
| shadow | 4 |
| shake | 3 |
| #shall | 2 |
| shape | 3 |
| *she | pp |
| sheep | 1 |
| shine | 1 |
| ship | 3 |
| shirt | 3 |
| shoe | 1 |
| shook | 4 |
| shop | 2 |
| short | 2 |
| should | 2 |
| shoulder | 4 |
| #show | 1 |
| shut | 2 |
| sick | 2 |
| side | 1 |
| sign | 1 |
| silk | 3 |
| silver | 3 |
| #sing | p |
| sir | 3 |
| sister | 1 |
| #sit | p |
| #six | 1 |
| size | 3 |
| skates | 2 |
| skin | 2 |
| skirt | 4 |
| sky | 1 |
| sleep | pp |
| slip | 3 |
| slow | 1 |
| #small | 1 |

| | |
|---|---|
| smell | 1 |
| smile | 2 |
| smoke | 3 |
| snow | 1 |
| *so | p |
| soap | 3 |
| socks | 1 |
| soft | 1 |
| sold | 2 |
| soldier | 4 |
| *some | p |
| something | p |
| sometime | 1 |
| song | 1 |
| *soon | p |
| sore | |
| sorry | 5 |
| sound | 2 |
| soup | 3 |
| south | 3 |
| space | 3 |
| speak | 3 |
| spoke | 4 |
| spoon | 4 |
| spot | 3 |
| spread | 3 |
| spring | 1 |
| square | 3 |
| squirrel | 1 |
| stairs | 3 |
| stand | 1 |
| star | 3 |
| #start | 1 |
| station | 2 |
| stay | 1 |
| step | 1 |
| stick | 1 |
| still | 1 |
| sting | 4 |
| stocking(s) | 3 |
| stomach | 4 |
| stone | 1 |
| stood | 1 |
| *stop | p |
| store | p |
| storm | 2 |
| story | p |
| stove | 2 |
| straight | 2 |
| street | 1 |
| string | 1 |
| strike | 4 |
| strong | 1 |
| such | 2 |
| sugar | 3 |
| suit | 2 |

| | |
|---|---|
| summer | 1 |
| sun | p |
| supper | 1 |
| suppose | 2 |
| sure | 2 |
| surprise | p |
| sweater | 1 |
| sweep | 4 |
| sweet | 1 |
| table | 1 |
| tail | p |
| # take | p |
| talk | 1 |
| tall | 1 |
| taste | 2 |
| teach | 3 |
| teacher | 1 |
| tear | 3 |
| teeth | 1 |
| #tell | p |
| *ten | 1 |
| tent | 4 |
| than | 1 |
| #thank | p |
| Thanksgiving | 3 |
| *that | p |
| *the | pp |
| #their | 1 |
| #them | p |
| #then | p |
| #there | p |
| #these | 1 |
| #they | pp |
| thick | 3 |
| thin | 3 |
| thing | p |
| #think | 1 |
| third | 3 |
| thirsty | |
| *this | pp |
| #those | 2 |
| though | 3 |
| thought | 2 |
| thousand | 3 |
| *three | p |
| throat | 4 |
| through | 2 |
| throw | 3 |
| thumb | 5 |
| ticket | 3 |
| tie | 2 |
| till | 3 |
| time | 2 |
| tire | 3 |

| | |
|---|---|
| tired | 1 |
| *to | pp |
| #today | 1 |
| toe | 3 |
| #together | 1 |
| told | 1 |
| tomatoes | 2 |
| tomorrow | 1 |
| tongue | 4 |
| *too | pp |
| took | p |
| tooth | 4 |
| top | 1 |
| touch | 3 |
| towel | 4 |
| town | 1 |
| toys | pp |
| trade | 4 |
| train | pp |
| tree | p |
| tried | 4 |
| trip | 2 |
| truck | 1 |
| true | 2 |
| #try | 1 |
| tub | 3 |
| turn | pp |
| turtle | 4 |
| twelve | 3 |
| twenty | 3 |
| *two | p |
| ugly | 4 |
| uncle | 2 |
| *under | p |
| umbrella | 2 |
| until | 1 |
| *up | pp |
| #upon | 1 |
| #us | p |
| #use | 1 |
| valley | |
| #very | |
| visit | |
| wagon | pp |
| wait | 1 |
| wake | 1 |
| #walk | p |
| wall | 2 |
| #want | pp |
| war | 3 |

| | |
|---|---|
| #warm | 1 |
| *was | p |
| #wash | 1 |
| waste | 3 |
| watch | 1 |
| water | p |
| wave | 2 |
| way | p |
| *we | pp |
| wear | ; |
| weather | 2 |
| week | 1 |
| #well | 1 |
| *went | pp |
| #were | pp |
| west | 3 |
| wet | 1 |
| *what | pp |
| wheat | 3 |
| wheel | 2 |
| #when | p |

| | |
|---|---|
| #where | p |
| whether | 3 |
| #which | 1 |
| while | 1 |
| whisper | 4 |
| #white | p |
| *who | p |
| whole | 3 |
| whom | 3 |
| whose | 3 |
| #why | 1 |
| wide | 2 |
| wild | 3 |
| *will | p |
| win | 2 |
| wind | 1 |
| window | p |
| wing | 1 |
| winter | 1 |
| #wish | 1 |
| *with | pp |
| without | 2 |
| woman | 1 |
| women | 4 |
| wonder | 2 |
| wood | 1 |
| wool | 3 |
| work | 1 |
| wore | 2 |
| #work | p |

| | |
|---|---|
| world | 2 |
| #would | 1 |
| wrap | 4 |
| #write | 2 |
| wrong | 3 |

| | |
|---|---|
| yard | 1 |
| year | 1 |
| *yellow | p |
| *yes | p |
| yesterday | 1 |
| yet | 3 |
| *you | pp |
| young | 2 |
| your | p |

| | |
|---|---|
| zipper | 4 |

## VOCABULARY: FOOD: ALPHABETICAL LIST
(Dolch,* Adapted Dolch,* and Functional Supplement)

aluminum (adj.)
aluminum foil
*animal crackers
animal products
*ant-s
appetite-s
appetizer-s
*apple-s
*apple butter
apple sauce
apricot-s
apron-s
asparagus
automat-s
............
*back-s
bacon
*bagful
*bake-d
*baked beans
*baked potato
*baker-s
bakery-ies
bakery order
baking powder
baking sheet
baking soda
*banana-s
banquet-s
barbecued
*barn-s
baste-d
batter
*bean-s
*bean pot
*beat
beef
beet-s
bench-es
berry-ies
beverage-s
bib-s
biscuit-s
*bit-s (n)
*bite-s (n)
*bite-bit (v)
bitter
*blessing (n)
boil-ed
boiling (adj.)
*bone (n) (v)
*bottle-s
*bottleful
bottle opener
*bowl-s
*bowlful
*boxful
*bread
*breadman
*bread truck
*breakfast
breast-s
broccoli
broil-ed
broiler-s (2)
*brown-ed
bubblegum
bunch-es
bun-s
*burn-ed
*burner-s
*burnt
*busboy-s
bushel-s
*butcher (n) (v)
*butcher shop
butler-s
*butter (n) (v)
*butter beans
...........
cabbage-s
cafeteria-s
*cake-s
cake mix
*cake pan
calorie-s
*can (n) (v)
*candy-ies
candy bar
*canful
can labels
*canned (adj.)
*can opener
cantaloupe-s
carbohydrate-s
carrot-s
carve-d
casserole-s
catsup
celery
cereal-s
cereal bowl
*chain store
*chair-s
cheese
chef-s
cherry-ies
chew-ed
*chicken-s
*chicken farm
chili
china
*chocolate (adj.)(n)
*chocolate milk
choke-d
chop (n) (v)
chopped (adj.)
chopper
chore-s
*church supper
cinnamon
citrus fruits
clam-s
*clean (adj.) (v)
cleanser
*clear (adj.) (v)
*cocoa
*coconut-s
coffee
coffee cake
coffee grounds
coffee pot
coffee shop
coke-s
*cold
*cold cuts
*cold drinks
*cook (n) (v)
*cook book
cooking oil
*cooky-ies
*cool (adj.) (v)
copper
cord-s
core-s
cork-s
*corn
*corn bread
corn starch
cottage cheese
counterman-men
*cover (n) (v)
crab meat
crab-s
*crack-ed
*cracker-s
*cream (h) (v)
cream cheese
*cream pies
cream pitcher
crust-s
crust-s
*cucumber-s
*cupboard-s
*cup cakes
*cupful
*cup (n) (v)
...............
dairy-ies
dairyman
dash (n)
*date-s
*date nut bread
degree-s
delicious
delivery boy
dessert-s
detergent-s
deviled
diet (n) (v)
*dig-dug
digest-ed
dine-d
diner-s
*dining room
*dinner
dip (n) (v)
direction-s
*dirty (adj.) (v)
*dish-es
*dish cloth
*dish pan
dish drainer
*dish towel
*dish up
*dishwasher (fixture)
*dishwasher (worker)
disposal-s
dissolv-d
*door-s
dough
doughnut
dozen
drain-ed
drain board
*drawer-s
*dressing (n)
*drink (n)
*drink-drank
drip-ped
*drop (n)
*dry-dried (adj.) (v)
dull
dumpling-s

## VOCABULARY: FOOD: ALPHABETICAL LIST—continued

*ear-s
*eat-ate
*egg-s
*egg beater
eggshell-s
electric fry pan
electric mixer
electricity
*empty-ied (adj) (v)
entree
evening meal
.........
*farm (n) (v)
*farmer
*fat (adj)
*fat-s
faucet-s
feast (n) (v)
*feed (n)
*feed-fed
figs
*fill-ed
*filling (n)
*fish (n) (v)
fisherman
flour (n) (v)
flour sack
flour sifter
*fly-flies (n)
*food-s
food ads
food chopper
food grinder
*food market
food mixer
*food store
food strainer
food tray
*fork-s
freeze-froze
freezer-s
french fries
*fresh
fried (adj)
fritter-s
frost-ed
frosting (n)
frozen (adj)
*fruit-s
*fruit basket
*fruit cake
*fruit farm
fruit juice
*fruit pies
fry-fries

frying pan
*full
...........
gallon-s
*game
garbage
garbage man
garbage pail
garbage truck
*garden-s
garlic
gas
ginger
ginger bread
*glass (adj) (n)
*glassful
*grade-d
*grade A
graham crackers
*grain field
grain products
grape-s
grapefruit
gravy
grease (n) (v)
greasy
greedy
*greens (n)
grill (n) (v)
grind-ground
grits
*grocer-s
*grocery bill
grocery cart
grocery list
*grocery store
*ground (adj)
*ground meat
*grow-grew
gum
.......
ham
hamburgers
*handful
handle (n) (v)
hard-boiled
*head-s
*heart-s
heat (n) (v)
*henhouse
*highchair-s
homogenized milk
honey
*hot
*hot chocolate

*hot dog
*hot plate
*hungry
*hunt-ed
hunter
hush puppies
.........
*ice
*ice box-es
*ice cream
ice cream cone
ice cream soda
*iceman
*ice milk
*ice pick
icing (n)
instant (adj)
*iron (adj)
..........
jam-s
jarful
jello
jelly-ies
*juice (n) (v)
*juice can
*juice time
.........
ladle (n) (v)
*lady fingers
*lamb
lard
layer-s
layer cake
*leaf-leaves
leafy vegetables
lean (adj)
*left-overs
*leg-s
*lemon-s
*lemonade
*lettuce
lick-ed
*light-s
*light-ed (adj) (v)
lime-s
liquid-s
*liver-s
loaf-loaves
loaf cake
.......
kernel-s
kettle-s
*kitchen-s
kitchen sink
*knife-knives

lukewarm
*lunch (n) (v)
*lunch box
*lunch room
...............
macaroni
maid-s
mango-es
margerine
mash-ed
match-es
mayonnaise
meal-s
meal ticket
*measure-d
measuring cup
measuring spoon
*meat-s
*meat balls
meat loaf
*meat market
*meat pies
medium
melon-s
melt-ed
menu-s
meringue
mild
*milk (n) (v)
*milk bill
*milk bottle
milk carton
*milkman
milk products
*milk shake
*milk truck
*mill-s
mineral
mix (n) (v)
mixing bowl
moist
mold (n) (v)
moldy
morning meal
*mouse-mice
*mouthful
muffin-s
muffin tine
mushroom-s
mustard
mustard jar

## VOCABULARY: FOODS: ALPHABETICAL LIST-- continued

*napkin-s
*neck-s
noodles
noon meal
nourishment
*nut-s
*nutmeats
*nut pick
nutrients
nutritious
nutshell-s
.........
oatmeal
odor-s
oil (n) (v)
okra
*old
olive-s
*one-half
*one-quarter
*one-third
onion-s
*open (adj) (v)
*orange-s
orange grove
ounce-s
oven-s
over-eat
oyster crackers
oyster-s
...........
pack-ed
*pancake-s
*paper (adj)
*paper napkin
paper holder
paring knife
*party-ies
*pass-ed
pastry-ies
*pea-s
*peach-es
*peanut-s
*peanut butter
pear-s
pecan-s
peck-s
peel-ed
pepper (n) (v)
pepper shaker
persimmon-s
*pick-ed
pickle (n) (v)
pickled (adj)
*picnic
picnic bench
*picnic grounds
*picnic lunch
*picnic supper
picnic table
*pie-s
pie tin
*piece (n) (v)
*pigs feet
pinch (n)
pineapple-s
pint-s
pit (n) (v)
pitcher-s
pitcherful
pizza
place mat
*plant-ed
plastic
*plate-s
platter-s
plug (n) (v)
plum-s
poison (n) (v)
polish (n) (v)
pop (n) (v)
popcorn
pop bottle
pork
portion-s
*pot-s
*potato-es
potato chips
potato masher
*pot holder
*potwasher-s
poultry
*pound-s
pour-ed
powdered
premium
prepare-d
preserve (n) (v)
pressure cooker
product (n) (v)
protein-s
pumpkin-s
pure
*put away
.........
quart-s
.........
......
radish-es
raise-d
raisin-s
raisin bread
rare
raw
recipe-s
refrigerator-s
restaurant-s
rice
rinse-d
ripe
roach-es
roast (n) (v)
roaster-s
*roll (n) (v)
rolling pin
room temperature
*root-s
root vegetables
rot-ted
rotten
rusty
...........
salad-s
salad dressing
*salt (n) (v)
*salt shaker
salty
*sandwiches
sandwich grill
sauce-s
saucer-s
sausage-s
scald-ed
scale-s
scour-ed
scramble-d
scrap-s
scrape-d
*seafood
sear-ed
*season-s
*seasoning-s
*seed-s
*serve-d
*set
*shaker
share (n) (v)
sharp
sharpen-ed
shelf-shelves
shell (n) (v)
shellfish
sherbert
shopping center
shortcake
shred-ded
shredder
shrimp
sieve-s
sift-ed
sift-ed
*sign-s
*silver (adj)
simmer-ed
sink-s
sip (n) (v)
*sit-sat
skim milk
*skin (n) (v)
slice (n) (v)
slicer
*smell (n) (v)
*smoke (n) (v)
snack ( ) (v)
snack time
soak-ed
*soap
soap powder
*soft drinks
*soup-s
*soup bone
soup ladle
*soup spoon
sour (adj) (v)
sour milk
spaghetti
spatula-s
spear-s
spice (adj) (n)
spice cake
spill-ed
spinach
spoil-ed
sponge-s
*spoon-s
*spoonful
*spread (n) (v)
squash
squeeze-d
stained
stainless steel
stale
stalk-s
starch-es
starchy foods
starve-d
steam (n) (v)

## VOCABULARY: FOODS: ALPHABETICAL LIST * con't

steel wool
stem-s
sterilize-d
stew (n)(v)
sticky
stir-rod
stool-s
*store
*stove-s
strain-ed
strainer
straw-s
strawberry-ies
string bean
*strong
stuff-ed
stuffing(n)
suck-ed
sucker
*sugar
*sugar bowl
sundae-s
supermarket-s
*supper
swallow-ed
*sweet-s(adj)(n)
*sweet potatoes
*sweet rolls
syrup

* table-s
* tablecloth-s
* tablespoon-s
* tablespoonful
tangerine-s
tap (n)(v)
* taste (n)(v)
tea
teaspoon-s
teaspoonful
* thank-ed
* thankful
* thanks
thaw-ed
thermometer-s
thermos
* thick
* thin
* thirsty
* three-quarters
*time to clear the table
*time to do the dishes
*time to eat
*time to set the table
tin (adj)
tip-s
toast(n) (v)
toaster
* tomato-es
* tomato paste
*tongue
*toothpick-s
*tops (n)
*topping (n)
towell rack
trout
*truck farm
tuna fish
*turn off
*turn on
turkey-s
turnip-s
*two-thirds

under-norushed
.......
vanilla
veal
vegetable-s
vegetable peeler
vegetable soup
vinegar
vinegar jug
vitamin-s
.......
waffle-s
waffle iron
*wait on
waiter-s
waitress-es
*walnut-s
*warm (adj)(v)
ware-s
*washed
*waste(n)(v)
*water
watermelon-s
wash paper
*well done
*wet (adj) (v)
*wheat
whip-ped
whipped cream
*white bread
*whole wheat bread
*wing-s
wipe-d
*wishbone-s
*wrap-ped
...........
yeast

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### INTERMEDIATE: BASIC

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Simpson, Wilma. About News and How It Travels. Chicago: Melmont Publishers. 1960. 31 p. $2.00.

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Scarry, Richard. The Great Big Car and Truck Book. New York: Golden Press. 1951. 20 p. $____.

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      The Buttons at the Farm. 1961. 64 p.
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      The Buttons and the Little League. 1961. 96 p.
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      The Buttons Go Camping. 1960. 96 p.
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      Teacher's Manual, Cowboy Sam Series. 1961. 64 p.
      Cowboy Sam. 1960. 64 p.
      Cowboy Sam and Big Bill. 1960. 47 p.
      Cowboy Sam and Dandy. 1958. 48 p.
      Cowboy Sam and Flop. 1958. 64 p.
      Cowboy Sam and Freckles. 1960. 47 p.
      Cowboy Sam and Freddie. 1959. 64 p.
      Cowboy Sam and Miss Lilly. 1958. 47 p.
      Cowboy Sam and Porky. 1952. 64 p.
      Workbook for Cowboy Sam and Porky. 1956. 32 p.
      Cowboy Sam and Sally. 1959. 95 p.
      Cowboy Sam and Shorty. 1953. 67 p.
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*Dan Frontier and the New House*. 1961. 48 p.
*Dan Frontier and the Wagon Train*. 1959. 128 p.
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*Dan Frontier, Sheriff*. 1960. 128 p.
*Dan Frontier with the Indians*. 1959. 96 p.

D. PETER SERIES: Hazel W. Corson

*Peter and the Big Balloon*. 1959. 95 p.
*Peter and the Moon Trip*. 1957. 96 p.
*Peter and the Rocket Ship*. 1955. 96 p.
*Peter and the Two-Hour Moon*. 1956. 96 p.
*Peter and the Unlucky Rocket*. 1959. 95 p.

E. SAILOR JACK SERIES: Selma and Jack Wasserman.

*Sailor Jack*. 1960. 48 p.
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*Sailor Jack and Eddy*. 1961. 48 p.
*Sailor Jack and Homer Pots*. 1961. 48 p.
*Sailor Jack Goes North*. 1961. 96 p.
*Sailor Jack's New Friend*. 1960. 64 p.
*Sailor Jack and the Target Ship*. 1960. 96 p.

F. TOMMY O'TOOLE SERIES: Anna D. Cordts

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A. FIRST READING BOOK SERIES: Edward and Marguerite Dolch.
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*Big, Bigger, Biggest*. 1959. 64 p.
*Dog Pals*. 1959. 64 p.
*Friendly Birds*. 1959. 64 p.
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*Animal Stories*. 1952. 163 p.
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*Bible Stories*. 1950. 133 p.
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*Greek Stories*. 1955. 163 p.
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Daniel Boone

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*George Washington Carver*
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*Benjamin Franklin*
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A. I WANT TO BE SERIES: Carla Greene

BODY CARES:

*I Want To Be a Dentist*. 1960. 32 p.
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*I Want To Be a News Reporter*. 1961. 32 p.
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*I Want To Be a Baker*. 1956. 32 p.
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